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ABSTRACT

The Families in Education Program of the Wisconsin Department of Public Instruction has existed since 1987 to increase awareness of the need for schools to involve parents as true partners in the education of children. This parents' guide true partners in the education of children. This parent's guide presents ways that parents and families of both younger children and high school students can become involved in their children's academic success. The guide includes articles on parents' roles as participating partners in their child's school and education. Articles in the guide suggest that schools set up "parent/family centers" to make schools more parent-friendly, and consider two-way communication opportunities between parents and teachers, including PTA's or PTO's and parent-teacher conferences. Other articles in the guide explore how to build parenting and family skills through parent-child activities, ways to strengthen connections between families and the community, ideas for family volunteer efforts at school and in community service, and questions for Parent Teacher Conferences. A summary of the National Education Goals for the year 2000 is included. (CJ)

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FALL

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Fall 1995

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Wisconsin Department of Public Instruction
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Foreword

"Everyone Can Do Something" is the title of an article contained in this *Learning Together* packet, an affirmation I find most appealing. It is a statement especially appropriate for educators and community members striving to reach out in many different ways to create opportunities for all families so they can be rightful partners in their schools and claim rightful ownership of their children's education.

Each child exists in the context of family and community, and today, more than ever, we need to be aware of families' needs and circumstances—single-parent families, families with two working parents, those in cultural transition, indeed, all families. I hope you find the articles in this packet useful as you work creatively to meet those needs at school, at home, and in the community.

The Families in Education Program has existed since 1987 to increase awareness of the need for schools to involve parents as true partners in the education of children. The National Education Goals 2000 re-emphasize the importance of these efforts. Goal 8, the Parental Involvement Goal, states,

> *By the Year 2000 every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.*

Goal 8 is a clear directive for schools to make a priority of planning and developing meaningful opportunities for families to be involved in many ways—as school volunteers, as decisionmakers, as teachers of their children, and as advocates for all children and for education. For it is only with the support of families that we will reach the academic achievement levels we need for the future.

Please let us know what YOU need to enhance your efforts! Our Family-School Community Team stands ready to assist you in any way we can. Jane Grinde, Ruth Anne Landsverk, and Stan Potts can be reached at (608) 266-3390 or (800) 441-4563. Best wishes for much success as we continue *Learning Together!*

John T. Benson
State Superintendent

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For PTAs and PTOs

New Ways of Reaching Out to All Families

The Department of Public Instruction's Framework for Participation, based on the research of Joyce Epstein, Center for Families, Schools, Communities, and Children's Learning at Johns Hopkins University, advocates six areas that schools may want to focus on as they seek to involve parents as partners in their children's education.

How many of these areas does your school's parent-teacher group address? Following, are some ideas to help your group reach out and ensure that *all* families in your school community are represented.

Parenting and Family Skills

How does your group help parents build on their strengths? How does it help families develop support systems with other families to help them nurture their children?

To make it happen:

- Bring parents in touch with each other—at the mall, in the workplace, at home, and at school.
- Videotape parent workshops and schedule at times convenient for working parents.
- Ask parents what issues they would like to hear about and what speakers they would like to hear.
- Offer information or learning opportunities for preschool parents.

Communications

How has your group established two-way communications with parents, not only from your Parent-Teacher Association (PTA) or parent-teacher organization (PTO) to the parent, but from parents to your PTA/PTO. What vehicles exist that allow two-way communication and, in fact, encourage all parents to respond with their comments, questions, and ideas?

To make it happen:

- Ask parents what questions they have about how or what their child is learning.

- Encourage teachers to make "good news" phone calls to parents.
- Publicize when and where teachers are available during the week to answer parents' questions.

Learning at Home

How does your PTA/PTO provide opportunities for families and staff to work together in setting educational goals for children and creating a learning-friendly environment at home?

To make it happen:

- Offer training opportunities for teachers and PTA/PTO members to explore learning-at-home ideas and considerations.
- Offer parents specific ideas for activities or practices that directly link to what their children are learning at school.

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• Take families on field trips to teach how to make events a learning experience.

Volunteering

Is it possible for anyone who is interested to volunteer, anytime, in anyway they can contribute to children's learning?

To make it happen:

• Emphasize that everyone can do something.

• Schedule evening hours or at-home opportunities for working parents and community members to volunteer.

• Provide a wide variety of volunteer opportunities that allow every person to feel comfortable.

• Ask parents and community members how they would like to volunteer.

• Offer opportunities for older students and senior citizens to mentor younger students.

• Recognize the contributions of school volunteers frequently and warmly.

Decisionmaking

How are all parents invited to decide what projects your group will focus on and how those projects will be accomplished? How are members and nonmembers informed about meetings? Who decides when and where meetings will be held?

To make it happen:

• Offer families opportunities to serve on boards with a range of time commitments, short and long.

• Make sure transportation and child care are available to meet families' needs.

• Make sure that the value of family involvement in decisionmaking is specifically mentioned in school policy, at meetings, and by school leaders.

Community Outreach

Does your PTA/PTO act as a source of information and referral to put families in touch with groups and services in the community? Are there some families you could reach more effectively by enlisting the support of parents from a particular culture or location?

To make it happen:

• Sponsor a "Family Fair" featuring community groups and agencies that serve families.

• Talk with community agency representatives to find out how your PTA/PTO can collaborate to help meet families' needs (hospitals, YMCA, Girl Scouts, etc.).

• Invite preschool parents to tour school with their young ones.

• Seek support from the local business community or chamber of commerce.

• Collaborate with local civic service groups.

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Building Bridges Quicklist

Ideas to Help PTAs and PTOs Reach Out to All Families

Following are examples of practices that your Parent-Teacher Association (PTA) or parent-teacher organization (PTO) can use to ensure your membership represents *all* families in your school and community. Please adapt this to your own use.

Communicating with All Families

___ We publish communications in all languages represented by students.

___ We make information about meetings, events, and programs available in neighborhoods, grocery stores, churches, and over the radio.

___ We assign members to "mentor" or extend a warm, personal welcome to new families or those who have not participated.

___ We recruit active members of all cultures to encourage other parents to participate.

Meetings

___ We hold small group meetings at places in the community, such as churches, homes, or community centers.

___ We schedule meetings during evenings or weekends to encourage working and single parents to come.

___ We try to make meetings enjoyable for parents and teachers to attend.

___ We offer child care and transportation to families for meetings and events.

___ We post the goals of our PTA/PTO in a highly visible place in the school.

___ We have an interpreter present for parents with limited-English-speaking ability and to make accommodations for parents who are hearing impaired or physically challenged.

Reaching Out

___ We make special efforts to involve fathers, grandfathers, and other men important to children.

___ We invite parents to participate and volunteer in whatever ways they feel they can contribute.

___ We ask families, through surveys and discussion, what issues they would like to hear and talk about at PTA/PTO meetings.

___ Our elected PTA/PTO officers are representative of all families in our school.

___ We have analyzed what groups in the community are not represented by our PTA/PTO and how we can include them.

___ We help parents answer questions about the school, the community, and resources available to them.

___ We make special efforts to recruit the parents of students who are *not* doing well in school, to build a cohesive community of adults who care about *all* children.

___ We actively recruit teacher participation and teacher support for PTA/PTO initiatives.

___ We sponsor social events for parents and teachers to get to know each other.

___ We make sure parents know they are welcome to drop in at school during the day.

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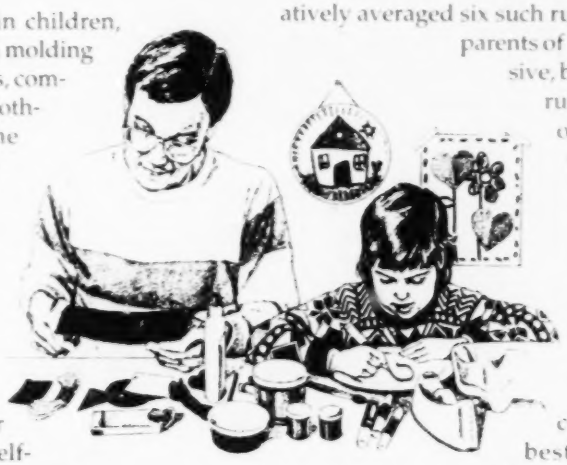
The Child as Artist

Nurturing Creativity at Home

According to Mount Horeb Elementary Art Teacher Ron Johnson, "Parents who give their children time, space, and materials are parents who will also give their children the opportunity to realize their individual creativity."



And why value creativity in children, whether it be expressed through molding a clay pot, building block towers, composing a poem, or making hypotheses about how nature or the world around them works? Because creative children are problem-solving children. They are not afraid to draw all of their senses, skills, and imagination into questioning, understanding, and evaluating diverse concepts and situations. Children offered opportunities to express their creativity possess a sense of self-worth and a willingness to enrich society with their thoughts and contributions. Following are six simple ways Johnson encourages parents to help children be creative at home as they look at problems, size up situations, and handle challenges. "Creativity is just plain fun!" Johnson says.

Give children freedom. To develop creativity, children need the freedom to play and explore, think and grow. Parents who endow children with the freedom to do these things in a safe and supervised environment tend to have creative children. Freedom-granting parents are not authoritarian, they do not constantly try to control their children, and are not overly restrictive of their children's activities, especially play activities.

Respect their individuality. Creative children tend to have parents who respect them as individuals, have confidence in their abilities, and believe in their own uniqueness. These children quite naturally develop their own self-confidence for taking risks and being original.

Establish values versus rules. Parents of creative children make few rules. Studies have shown that the parents of children who have distinguished themselves creatively in areas such as sculpture, drawing, mathematics, ballet, music, journalism, drama, and leadership averaged less than one specific rule, such as the number of study hours or bedtime. Conversely, families studied whose children have not distinguished themselves creatively averaged six such rules. This does not mean that parents of creative children are permissive, but instead of making specific rules, they establish a clear set of values. They display those values by their own example, and encourage children to base their own behavior on those values.

Stress achievement versus grades. Parents of creative children have a high regard for achievement. They encourage children to do their best. These parents define achievement quite broadly, with grades being only one part of the achievement assessment.

Feed their imaginations. Very creative children say they feel strong encouragement from their parents to do creative things, and these parents say they are delighted to see their children exhibiting creativity. Studies have found that in creative homes, parents cultivate their children's creativity with lessons, equipment, stimulating experiences, and ongoing interest and encouragement by parents about what children are learning.

Create an environment for creativity. To create, children need encouragement, and they need to have a value placed on their efforts. They also need to have the time, space, and materials needed to work out their ideas. For example, frame and display at home pieces of the child's artwork. While classes and workshops can help children learn, it is the ongoing support, reinforcement, and opportunities to "do" creativity at home that build the foundation for ensuring that creative children become creative adults.

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Family Centers in Schools

Whenever you walk into your child's school, do you feel at ease? Does it have the warmth and friendliness you would expect from a place in which your kids spend six to seven hours each school day?

Rather than checking into the school office on your arrival and risking a less than friendly greeting from a harried staff member, would you rather check into a parent center where you are greeted by a friendly volunteer—perhaps a cup of coffee and a homey atmosphere? There you can pick up a name badge, select a volunteer job to do, or just take a quiet and unnoticed walk to your child's classroom where you can sit and observe learning in action. Or, perhaps you can learn about opportunities for networking with other parents or about a class you might be interested in taking. Maybe you can pick up a project to take home, get some ideas for enhancing learning opportunities for your family at home, or read the minutes of the latest site council meeting. Maybe you can check out the video of the latest school board meeting, or if you are really lucky, you can sit down and do a volunteer project while viewing the video in a corner of the parent center.

Parent or family centers are among the newest ideas in school reform today. In Chelsea, Mass., where Boston University is undertaking one of the most ambitious and comprehensive educational reform projects in the nation, the establishment of parent rooms is one of several initiatives that link the home with the school system. In the 10-year Boston University/Chelsea Partnership, each school also has developed school leadership councils that offer extensive opportunities for parental involvement in the life of the school, including the opportunity to participate in screening candidates for teaching positions. At the high school, parents participate in a program designed to reduce truancy and dropout problems. Chelsea also has established a citywide Parent Information Center.

Family centers make parents feel more welcome at school and increase their involvement in their children's education, says Vivian Johnson, education professor at Boston University and author of a new report called "Parent Centers in Urban Schools: Four Case Studies." Successful parent centers strengthen school-family relationships and that in turn results in improved learning for children, says Johnson, whose study cites evidence that a high level of parental participation is associated with improvement in the academic achievement of children.

A parent center provides adults with a room or space set aside for their own use at the school; facilitates communication among and between families and the school; and serves various needs of families so that parents and other adults can turn their attention to helping and supporting their children.

A well-designed parent center can help a school's learning environment in numerous ways. It can

- make the school an accessible, safe, and friendly place for parents to gather;
- improve communication among families and between home and school;
- promote greater multicultural understanding among the school's families;
- demonstrate tangibly that parents are welcome at the school;
- serve as a hub for promoting parent education by linking with community resources and carrying out a wide range of home-school partnership activities that enhance students' learning; and
- coordinate parent and community volunteer services that are available to teachers and the school.

Setting up a parent/family center is not difficult, but it takes strong and diplomatic leadership by a committee who really believes in the concept and has the support of school administration and staff. Otherwise, it's too easy to be swayed by such obstacles as "we don't have the space" instead of devising creative alternatives.

The success of the parent center hinges on ownership. Parents, especially those who have not felt comfortable in school, need to feel the center belongs to them. Perhaps this is the special project of the Parent-Teacher Association (PTA) or parent-teacher organization (PTO), the site council, a homeroom with students and parents, the district community education council, or the family-school-community partnership team. Remember, it should be as inclusive as possible, with the steering committee representing all of the school's families. A good beginning is to review, "A Tool for Improvement: Parent

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Action Research," a 15-minute video from the League of Schools Reaching Out (available for loan from the Wisconsin Department of Public Instruction).

Who should be involved in the development and then implementation of the plan?

- parents or other family members who reflect the community's cultural and racial diversity;
- teachers;
- other school staff members, especially the custodian, secretaries, and counselors;
- principals, assistant principals, or district administrative staff members;
- government and agency representatives;
- business and community leaders (the earlier you get these people involved, the better tie-in you'll have to the community and possible sources of funding);
- representatives from the religious community;
- family resource centers that are already in the community;
- agencies that provide parenting information and classes;
- library staff; and
- students.

Someone needs to take charge in organizing the committee to establish the center. A parent and school staff member might co-chair the committee. Outlined below are the committee's duties.

Establish the Center

1. Decide on a purpose and goals.
2. Conduct a needs assessment. This is the time to get all the various perspectives.
3. Locate a site.
4. Identify staffing and funding resources.

Coordinate Center Activities

1. Use data from the needs assessment to establish a budget and plan activities.
2. Find ways to link the center's activities with the school's and community's other goals, events, and resources.
3. Serve as an ongoing advisory board to center staff.
4. Publicize the center's activities and accomplishments to garner sustained support.
5. Identify strategies for raising funds to support center activities.

Evaluate Activities and Accomplishments

1. Evaluate accomplishment of goals and effectiveness of center activities.
2. Ensure responsiveness to all segments of the parent group.

The following key points summarize the factors essential to organizing and maintaining successful parent centers:

- Everyone, including families, school staff, and the community, should experience the benefits offered by the parent center.
- Involve as many different parent, school, and community perspectives as possible from the start to engender a sense of common ownership.
- Set a timeline, assign tasks and responsibilities, and maintain momentum.
- The parent center must be perceived as an accessible and safe place to go wherever it is located. The center should offer a welcoming and friendly atmosphere where parents can relax, visit with one another and with staff, and obtain help and services that will meet their families' needs.
- A parent center does not need a large budget to get started. More important is a firm commitment to the idea and a willingness to explore all possible sources of support.
- Give primary responsibility for decorating, furnishing, and supplying the parent center to participants to help them take pride in the center and feel at home there.
- The successful functioning of a parent center depends on the selection and training of effective staff as well as the support and encouragement of the administration.
- Families and school staff will support the center if the activities meet parents' needs and if teachers perceived that the center is enhancing children's learning.
- Success in reaching out and involving all families requires the center to be a caring and inviting place that meets families' needs.
- From the beginning, set clear objectives and plan for evaluations.

For more information, ask for "Organizing a Successful Parent Center: A Guide and Resource," adapted by the Wisconsin Department of Public Instruction from the book of the same name published by the California Education Department. The book is free to those who will use it! Contact Jane Grinde of the DPI's Family-School-Community Partnership Team at (608) 266-9356.

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My Dad 'n Me

Building Parenting Skills through Parent-Child Activities

Some school staff see a real need to offer parenting skill opportunities for fathers but, because of uncertainty about this largely "uncharted terrain," may be hesitant. This article offers some ideas about conducting parenting education programs for fathers. Although it is aimed at the preschool level, many of the ideas here can be easily adapted to elementary school and beyond.

Parent-child activities are part of many parent education programs, but studies have shown that these activities are especially important for involving fathers and other males significant in children's lives in parenting programs. Activities fathers and children do together promote new skills and develop the father-child relationship.

Programs that include interactive activities may attract some men who might not attend a program featuring only adult education. Whether they are making a paper airplane or spaghetti, it is obvious that both dads and kids enjoy working together. The child acts as a bridge to help fathers talk about other issues. Parent-child activities may be less threatening to fathers than group discussions, and most dads value parent-child time as "quality time."

Whether you choose to build parenting skills in a fathers-only session, or one that includes all adult family members, parent-child activities create a relaxed time for fathers to exclusively focus on the child, away from the other demands of life. Many fathers struggle to overcome barriers such as the old stereotype of fathers as detached breadwinners, the media gearing parenting information primarily toward women, time limited by work, and a lack of understanding about what knowledge and skills are needed for parenting.

Parenting workshops featuring interactive activities can

- help fathers get in touch with the child's perspective. Playing or making something with the child can be both liberating and educational, as the father has a chance to see the importance of play as a child's primary way of exploring and learning about the world.
- help fathers see their child and themselves in a new light among other children and fathers. By watching other children's social, motor, and cognitive skills, fathers can better appreciate the range of development in children as well as their own child's strengths, needs, and interests. By the same token, fathers can observe the ways that other fathers interact with their children. Fathers will be exposed to new ideas for communicating and disciplining children.
- give children special time and attention from their fathers. The child feels loved, important, and that he or she is fun to be with, enhancing the relationship.

A Typical Saturday Morning Session for Fathers and Preschoolers

9:20 a.m. Fathers and children arrive at the preschool classroom, greeted by the family educator. Children run and play at their favorite activities, help dad make nametags, or study the room through dad's legs.

9:40 a.m. Everyone stops playing and joins the family educators in a circle. Each dad introduces himself and his child. The family educator begins a song, the children bumping up and down as they sit in their fathers' laps, pretending they are in "the little red wagon." A colorful parachute fills the circle and the dads create a giant, floating tent as the children scramble underneath and squeal with delight as the tent comes down around them.

Strengths that Fathers Bring to Parenting

In a 1987 survey of 400 fathers in St. Cloud, Minn., fathers said they thought they brought the following characteristics to parenting:

- a different outlook; a "male perspective"
- desire to push the limits of one's talents
- promote independence
- playful
- offer broad range of experiences
- protection, security
- physical in a positive way
- good problem-solvers
- strong egos
- less emotional
- willingness to challenge authority
- promote risk-taking

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10:00 a.m. The day's highlight begins. The family educator briefly describes the science activities to fathers and children before they move into the next room where activities are set up as learning stations.

The fathers read a short handout describing each activity, and soon dads and kids are busy cutting plastic garbage bags for parachutes, flying balloon rockets, racing cars on a 20-foot-long track, or planting seeds in small pots. They are encouraged to experiment with different activities.

10:45 a.m. Activity time winds down. Children prepare for snack time with an early childhood teacher and fathers gather in another room to discuss sibling rivalry, the topic for the day. The discussion is informal and relaxed, a welcome break from the intense energy generated by 15 preschoolers. The dads talk about their experiences with their children, ask questions, laugh, and share ideas and stories. It is a safe place to talk about the joys and challenges of parenting. A few children wander into the discussion room to touch base with their dads before going back to the children's playroom.

11:10 a.m. Dads and children reunite and put the playroom back in order. The children pack up their projects from the day and prepare to leave. Some children want to stay and others want to go. Fathers and children bid each other goodbye as they go out the door.

The Role of the Family Educator

The family educator plays a variety of roles during father-child interaction time: behavior model, counselor, facilitator, and observer. Primary tasks include

- designing activities for children and fathers. The special challenge is to match activities to father and child interests and skill levels. For preschoolers, this can mean for children between the ages of 2 and 5.
- introducing and offering some direction for activities both verbally and with simple handouts that can help fathers remember activity ideas to try at home.
- setting the tone for the session. Give the group permission to be silly. For example, during circle time, warm up the group with a song about animal sounds.
- modeling activities and interactions in a subtle, informative way. Give fathers a few pointers about their roles during activity time. For art projects, for example, encourage fathers to assist the child but give him space to do his own work; be positive and attentive; and talk with the child about what they are doing, how it looks and feels.
- observing the group dynamics and preparing the group for transitions. If children seem particularly restless, a more physical group activity may be in order.
- offering assistance to father-child pairs, whether it be more materials or suggestions to a father whose child is not interested in working on a project.

Designing Activities for Father and Child

Research shows that fathers tend to play more physically stimulating games with children and are actually more comfortable engaging in a hands-on project or game with their child than in strictly verbal interaction. Such physical play is thought to be essential for building a strong father-child bond and critical to a successful father-child interaction program. Activities that promote such active, physical interaction include making a napkin holder out of wood scraps, playing hockey in the hall, and creating play environments for a child-sized garage, car wash, or tent.

Product or process? Although most parent-child interaction programs emphasize the process of "doing" rather than completing a product, some early childhood educators are challenging this assumption when working with fathers. Fathers may be more comfortable engaging in a product-oriented activity, strengthening the father-child bond.

Projects for Dads and Kids Together

Art project ideas: draw with shaving cream; dyed various colors, paint with fingers or Q-tips on easels; make a collage or a puppet face with paper plates and sticks; string a variety of objects on a piece of yarn.

Dramatic play ideas: foster imaginative play for children in dad-friendly environments such as a garage and car wash area with small ride-on toys and play tools; a hospital with beds, bandages, and a doctor's kit; an office with a typewriter, paper, pencils, stamps, tape, etc.; a campground with small tents, a small boat, and poles to catch magnetic fish.

Gym activity ideas: a climbing structure with slide; a bowling game; a bean bag game with target; soccer ball and net; obstacle course; floor hockey sticks and soft pucks; or a small basketball hoop. (These are a favorite for many dads.)

Kitchen creations: make and shake in a plastic bag a snack mix of pretzels, cereal, peanuts, raisins, and sunflower seeds; make painted toast by allowing children to paint a slice of bread with food-colored milk before toasting; make a fruit salad of apple and orange slices, grapes, bananas, and whipped topping.

Also consider woodworking and science projects.

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The real challenge is to design activities that are positive for both father and child, allowing the child the freedom to make her own project and father the freedom to accept and feel positive about a less-than-perfect product from the child. The family educator may want to structure the activity simply enough to allow children to truly accomplish, dad to assist, and to carry home something "done together." For example, both can prepare treats to take home "for mom"—a simple granola, toast painted with food dye, a decorated cupcake, or a deviled egg.

Helping Fathers Feel Comfortable

- Share the schedule for the day. Reduce anxiety by starting the session by distributing a short handout on the day's activities, allowing fathers time to share the schedule with their child before the session begins, and by announcing the schedule for the day's activities at the start of the session.
- Start with familiar activities. This may mean starting with more sex-role stereotyped activities in the gym or outside, but the purpose here is to engage men in the activities and help them feel comfortable working with their child in a new environment.
- Include both father and child in goals for the day when designing activities. The main goal here is to help fathers develop or strengthen their sense of closeness with children. Group games or songs in which each child physically interacts with dad are a delightful way of blending father-child intimacy and action, and get the day off to a happy start.
- Be silly. Tap into fathers' great sense of fun. Some fathers may be more comfortable during circle time if you do a "nose and tickle check" before and between activities. Ask dads to check if each child has his or her nose on straight and to see where his child has hidden their tickles for the day.
- Balance activities. Include a combination of activities—quiet and active, structured and open—in each program to meet the different needs of children and fathers. For example, a program on wood projects may include opportunities to make jingle sticks as well as a chance for children to just pound nails into wood.
- Expect fathers to experiment. Some fathers like to test their own skills at cooking, building, or designing a parachute, drawing from their own childhood experiences, instead of following detailed directions.

Suggested Fathers' Issues: Ages 4 to 5

Father's involvement in school. What are fathers' responsibilities in communicating with teachers? Why is father's involvement important? How can fathers balance work and school conflicts?
Maintaining a close relationship with child. How do relationships change as a child starts school? How can fathers share themselves as the child becomes more independent?
Changes in child's emotional and cognitive development. What are children learning at this stage? How do the child's sense of humor and fears change now?
Sharing family chores with children. What are reasonable expectations for children? How can fathers encourage helping around the house, and what do you do when children don't comply?

Suggested Fathers' Issues: Ages 7 to 10

Child's self-esteem. How do fathers support the child's changing sense of self during middle childhood?
Developing athletic skills. How does a father support interest and growth in these areas? What skills do children learn at this age?
Father's role as protector. How does a father interpret violence to children and address the child's fears during this age?
Developing academic skills. How does a father encourage children without pressuring them?
Father as role model. What role does a father have in teaching his children about sex roles? What is the importance of other male role models in a child's life?

This article is excerpted from the book, *Working with Fathers, Methods and Perspectives*, written by The Minnesota Fathering Alliance, © 1992. It is printed here with the permission of the publishers, *nu ink unlimited*, 206 South Fifth Street, Stillwater, MN 55082-4917. Copies of the book are available for $21.95, plus $3.50 shipping and handling, by writing or calling the publisher at (612) 430-0507.

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Your High School's "Trust Fund"

Developing Promising Family-Community Partnerships

Parent involvement drastically drops off at the high school level in many families and schools, but it's not because parents, teachers, or students necessarily want it that way. More likely, families and schools are just uncertain about *how* to create meaningful connections. High school brings its own special challenges of a shortage of time, students' demand for autonomy, distance between home and school, and greater complexity of the school.

Research by Joyce Epstein and Lori Connors at the Center on Families, Communities, Schools and Children's Learning at Johns Hopkins University shows that the vast majority of families and teachers of high school students think family involvement *is* important. And contrary to popular perception, half of high school students surveyed think it is important, too.

Parents surveyed by Connors and Epstein said they especially want more information from the school about

- adolescent development,
- what and how well students are learning,
- planning for the student's future, and
- monitoring and assisting with homework.

Connors and Epstein have suggested that schools "get started" strengthening connections among families, schools, and communities by:

1. Creating a school-family-community partnership action team of representatives from each group.

2. Securing some basic funding—a small stipend for each school may suffice.

3. Gathering specific information about the school's needs from families, teachers, students, and other staff.

Based on that information, select specific practices to address those needs.

Six Maryland high schools—two urban, two rural, and two suburban—working with Epstein and Connors identified effective activities that form a sort of "trust fund" of family-school partnerships and constitute a real investment in the future of students and their schools. The schools conducted six types of activities and ideas to strengthen connections with families and the community.

Parenting and Family Skills

School staff help families understand adolescent development, gain new parenting skills, and create learning-friendly home environments. Parenting and family skill activities and ideas in the schools' trust funds included

- making home visits,
- establishing family support groups,
- referring students for special services,
- providing families with information about teens, and
- providing teen parents with parenting skills.

Two-Way Communications

Schools communicate with families individually and collectively about students and offer opportunities for families to communicate with the school through surveys, telephone calls, conferences, report cards, and others. Two-way communication activities and ideas included

- easing the transition to high school by providing orientation letters, tours for middle-level students, and summer and fall orientations for students and families;
- holding back-to-school nights;
- signing pledges/contracts with students and parents; and

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• providing information about school policies and programs.

Volunteering

The school invites parent and other family members and community members to volunteer their time, talent, and support for student performances, sports, and workshops. School volunteering practices and ideas included

• providing volunteer activities (parents help other parents, call about attendance, talk about their careers, or mentor students) and
• increasing family attendance at school events.

Learning at Home

Family involvement activities are included for helping students learn at home, including homework activities, classwork, and curricular-related interactions and decisions. Learning at home activities and ideas included

• helping parents assist students in setting goals and selecting courses,
• providing information about colleges, and
• conducting career transition and exploration programs.

Governance, Decisionmaking, and Advocacy

Parents and community members play advisory, decisionmaking, and advocacy roles in parent associations, on advisory committees, and on school improvement or school site councils. This also refers to parent and community activists working in independent groups that advocate school improvements. Governance,decisionmaking, and advocacy activities and ideas included

• creating more active parent organizations, and
• increasing the number of parents, students, and community members on advisory and decision-making groups.

Community Outreach

Schools reach out to involve and gain the support of any community organizations or institutions that share responsibility for children's development, well-being, and success. School activities and ideas for community outreach included

• promoting community involvement in school-linked health care programs,
• delineating a clear role for families in business-school partnerships, and
• offering workshops at school about community resources and informing families about students' community service activities, opportunities, and requirements.

This article is adapted with the permission of the author from *Making the Right Investments: High Schools Find "Trust Funds" of Promising School-Family-Community Partnerships* by John H. Hollifield, dissemination director, Center on Families, Communities, Schools and Children's Learning, The Johns Hopkins University, Baltimore, Md. It was first printed in *The High School Magazine*, March 1995.

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"Everyone Can Do Something"

Ideas for Family Volunteering

Hands. Little hands and big hands. Wrinkled hands and chubby hands. Hands with gnarled knuckles and hands with painted nails. Helping hands come in all shapes and sizes—and ages. They are the helping hands of family members who pitch in to clean up a park or clean up a little face, hold a book being read to a youngster or hold a family back-to-school picnic.

More and more schools are discovering that involving parents in the education of children becomes easier when the whole family is invited to participate as volunteers who care and who learn by doing. Family volunteering adds a dynamic element to school volunteer efforts, connecting schools to the community in a new and vibrant way. From preschoolers to grandparents, everyone can do something.

What are some benefits of family volunteering?

For Families

- Provides opportunities to spend additional time together as a family and create a history of "family memories."
- Increases the sense of individual, family, and cultural pride.
- Provides children with the "best" role models—their own family members.
- Provides learning experience and skills development.
- Provides an opportunity to address critical needs of families or neighborhoods by empowering individuals.
- Passes on values and a sense of civic responsibility to each generation.

For Schools

- Welcomes and connects with all families and segments of the community—parents and nonparents, business and civic organizations, preschoolers and golden agers.

- Creates opportunities for single-parent and working parent families who might otherwise have difficulty volunteering.
- Cultivates community-wide familiarity with and support for the mission of the schools.
- Provides a wider, longer-term pool of volunteers with ideas and expertise to meet the needs of children, families, and schools.

For Communities

- Sensitizes and educates families about community issues, service systems, and the difference that participating citizens make.
- Strengthens social networks among families and builds a sense of community with institutions they are affiliated with: schools, the workplace, parks, civic groups, etc.

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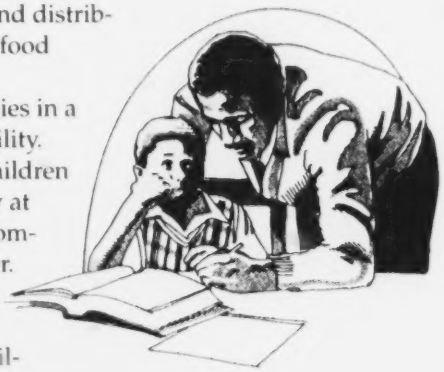
What Are the Challenges?

The challenge is in designing opportunities for families to volunteer, especially in considering families' time demands and the types of activities that individuals of all ages and backgrounds can learn from and enjoy. Be sure to design volunteer opportunities around existing needs in your school and community. Here are some ways that families can volunteer:

- Tutor or mentor children.
- Provide meals for a homebound neighbor on a regularly scheduled day.
- Package and distribute food at a food pantry.
- Visit families in a homeless facility.
- Read to children or the elderly at school or a community center.
- Teach reading or writing to children at a school or to adults at a local nonprofit agency.



- Visit those in need. Offer to clean the house or yard, help with a task, or just listen.
- Provide free childcare to parents struggling to attend school or work.
- Take turns transporting someone with a regularly-scheduled medical or educational need.
- Organize or participate in environmental projects in your school or neighborhood such as tree plantings or recycling drives.
- Provide animal care for community parks or nature preserves in your area.
- Clean up a nearby park, beach, hiking trail, or other public area.
- Arrange a history or storytelling hour at a school, community center, or nursing home.
- Organize a community garden to beautify an unused plot of land.
- Volunteer to repair housing facilities in your community or to improve a school playground.

Tips for Getting Started

Fold a family volunteering program into your school's ongoing programs. You don't necessarily have to start something new, but do consider these tips.

Start small. Begin with one program that involves families.

Test your ideas. Try out what you think will work before making a long-term commitment to it.

Ask families. Involve families in planning and designing volunteer activities. They will have valuable ideas about what works and what is needed.

Learn from others and network. Ask other groups for advice about how to work with family volunteers. Create partnerships where appropriate.

Match families to suitable projects. If possible, allow families to choose from a variety of volunteering opportunities. A project that's right for an older adult-teen family may not be suitable for a younger adult-toddler family.

Ask for feedback. Find out how a family feels about what they're doing and what ideas they have for doing it differently or better.

Get teachers on board from the start. Make sure teachers are included in planning and designing family volunteer efforts. They will be a valuable source of support and information about how family volunteer activities can enhance what students are learning in school.

Recognize your volunteers. Families need to be commended for their volunteer efforts just as individual volunteers do. Recognize them in similar ways.

This article is adapted from information presented by *Family Matters*, a program of The Points of Light Foundation. For more information about family volunteering, write Gretchen Van Fossan, National Program Manager, Family Matters, 1737 H Street NW, Washington, DC, 20006 or call 202-223-9186, ext. 117.

For information about volunteering and youth service learning programs in Wisconsin, contact Stan Potts, Community Education Consultant, Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841, telephone (608) 266-3569.

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(This is a sample. Please feel free to adapt as needed.)

Partners in Learning

Student-Parent-Teacher-Administrator Agreement

We know that students learn best at _____ School when everyone works together to encourage learning. This agreement is a promise to work together as a team to help _____ achieve in school. Together, we can improve teaching and learning.

As a STUDENT, I pledge to:

- work as hard as I can on my school assignments;
- discuss with my parents what I am learning in school;
- respect myself, my family members, and school staff members;
- ask my teacher questions when I don't understand something;
- use my public or school library frequently; and
- limit my TV watching and make time for reading.

Student signature_____

As a PARENT, I pledge to:

- encourage good study habits, including quiet study time at home;
- talk with my child every day about his or her school activities;
- reinforce respect for self and others;
- be aware of my child's progress in school by attending conferences, reviewing schoolwork, and calling the teacher or school with questions;
- volunteer for my child's school or district;
- encourage good reading habits by reading to or with my child and by reading myself; and
- limit my child's TV viewing and help select worthwhile programs.

Parent signature_____

As a TEACHER, I pledge to:

- provide motivating and interesting learning experiences in my classroom;
- explain my instructional goals and grading system to students and parents;
- explain academic and classroom expectations to students and parents;
- provide for two-way communication with parents about what children are learning in school and how families can enhance children's learning at home and in the community;
- respect the uniqueness of my students and their families;
- explore what techniques and materials help each child learn best; and
- guide students and parents in choosing reading materials and TV programs.

Teacher signature_____

As a PRINCIPAL/SCHOOL ADMINISTRATOR, I pledge to:

- make sure students and parents feel welcome in school;
- communicate the school's mission and goals to students and parents;
- offer a variety of ways for families to be partners in their children's learning and to support this school;
- ensure a safe and nurturing learning environment;
- strengthen the partnership among students, parents, and teachers;
- act as the instructional leader by supporting teachers in their classrooms; and
- provide opportunities for learning and development to teachers, families, and community members.

Most Importantly, We Promise to Help Each Other Carry Out this Agreement.

Signed on this _____ day of _____, 199__.

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(This is a sample. Please feel free to adapt.)

Student-Parent-Staff Agreement

Education Takes Everyone

As a STUDENT, I promise to:

- attend school regularly,
- to do my best in class and in my schoolwork,
- help to keep my school safe,
- ask for help when I need it, and
- respect and cooperate with other students and adults.

I need

- teachers and school staff who care about me,
- people who believe I can learn,
- schools that are safe,
- respect for my culture and for me as an individual,
- a supportive family and community, and
- time with caring adults.

My personal need(s) _____

Student signature _____

As a PARENT/CARING ADULT, I promise to:

- have high expectations for my child,
- help my child attend school and be on time,
- find a quiet place for studying and make sure schoolwork is done,
- help my child learn to resolve conflicts in positive ways,
- communicate and work with teachers and school staff members to support and challenge my child, and
- respect school staff and the cultural differences of others.

I need

- school staff who respect my role as a parent or caring adult,
- clear and frequent communication with school,
- respect for my culture and my children and me as individuals, and
- a school and community that supports families.

My personal need(s) _____

Parent/Adult signature _____

As a SCHOOL STAFF MEMBER, I promise to:

- show that I care about all students,
- have high expectations for myself, students, and other staff members,
- communicate and work with families to support students' learning,
- provide a safe environment for learning, and
- respect the cultural differences of students and their families.

I need

- students ready and willing to learn,
- respect and support from students, families, other staff members, and administrators,
- assistance from staff members and administrators in removing barriers that prevent me from doing my best for students, and
- respect and support from the community.

Teacher/Staff member signature_____

My personal need(s) _____

Administrator signature_____

Note: This was adapted from and agreement developed by students, parents, and school staff in the Minneapolis Public Schools.

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Getting Ready for a Conference

Dear Parent or Guardian:

Your child's success in school is very important to all of us. By sharing our observations and insights, we can understand your child's strengths and how to best help him or her learn.

Will you please take the time to meet with me in your child's classroom? Please tell me what times and dates would be most convenient for you. (Please indicated in the space provided below the dates and times you prefer.)

Below, are some questions that I may be asking you to talk about so I can better understand your child and his or her style of learning. Attached to this sheet are some ideas for questions that you, as a parent or guardian, might want to ask me, your child's teacher.

Please read this sheet and return the top portion to me by _____ or feel free to call me at school_____ with the times you'll be available. I look forward to making this a happy and productive year for your child!

Sincerely,

_____

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School Conferences

Questions to Help Parents or Guardians at Conference Time

1. What is my child's class schedule?
2. What will my child be learning this year in reading? Math? Science? Social Studies?
3. Are children grouped in reading, math, or other subjects? What group is my child in, and how are children selected for each group?
4. Do you think my child is working up to her ability?
5. In what areas do you think my child is doing well?
6. In what subjects do you think my child needs improvement?
7. What are the most important things you think children in your classroom should learn? How can I help encourage this learning at home?
8. How is my child's work evaluated?
9. Can you show me examples of my child's work—classroom projects, tests, special assignments?
10. How much time should my child spend on homework? How can I help with homework?
11. What can you tell me about how my child seems to learn best. Is she a "hands-on" learner? Does he need to move around? Does she enjoy learning in a cooperative group or prefer working alone in a quiet environment?
12. How do your classroom strategies complement my child's style of learning?
13. How do you discipline students in your classroom?
14. Does my child get along with other children? With you?
15. What other ways can I reinforce classroom learning at home or be informed about my child's progress in school? Are there opportunities for parents to be involved in classroom activities?
16. What special interest activities are available to encourage my child to learn?

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Learning Partners

Let's Do Math!

Math is a very important part of life. We use math to set an alarm clock, buy groceries, keep score or time at a game, wallpaper a room, or wrap a present. We all need math in the world of computers and electronic communication. It is important to encourage children to think of themselves as mathematicians who can reason and solve problems.

Here are some things you can do:

- Show your children that you like numbers. Play number games and think of math problems as puzzles to be solved.
- From the time your child is very young, count everything. When you empty a grocery bag, count the number of apples. Count the number of stairs to your home.
- Put things into groups. When you do laundry, separate items of clothing: all the socks in one pile, shirts in another, and pants in another. Divide the socks by color and count the number of each. Draw pictures and graphs of clothes in the laundry: 4 red socks, 10 blue socks, 12 white socks.
- Tell your children that anyone can learn math. Point out numbers in your child's life: in terms of weight (pounds and ounces), measurements involving cooking, temperature, and time.
- Help your children do math in their heads with lots of small numbers. Ask questions: "If I have 4 cups and I need 7, how many more do I need?" or "If I need 12 drinks for the class, how many packages of 3 drinks will I need?"

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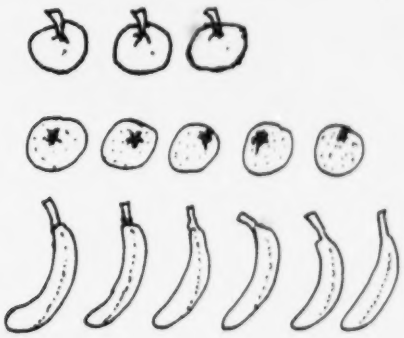
Math Activities

Fruit Graph

for young children

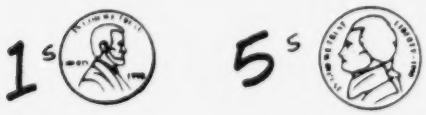
1. Empty your grocery bag onto the kitchen table or counter and have your child group the fruits by type: apples, bananas, oranges, etc.
2. Have your child count each type of fruit.
3. Have your child make a graph with the fruit by putting it in rows on the table:



Money Match

for beginning mathematicians

1. The object of the game is to be the first player to earn a set amount (for example, 20 or 50 cents).
2. Each player rolls the dice and gets the number of pennies of the number shown on the dice.
3. As each player gets 5 pennies, the pennies are replaced by a nickel, and 10 pennies are replaced by a dime.
4. The first player to reach the set amount wins.



Please feel free to reproduce this information.

List It

for more advanced mathematicians

1. Give your child the grocery section of the newspaper.
2. Have your child make up a grocery list that will feed the family for a day and cost a specific amount of budgeted money.
3. Have your child add up the prices of all the items.
4. If the total for the groceries is too great, talk about what items could be taken away.
5. Talk about the nutritional balance of the items selected. What is the ratio of sweets to vegetables?

Resources: Information was based on *Helping Your Child Learn Math.* For more information, please contact the National Library of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, telephone 1–800–424–1616.

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Let's Do Science!

When you learn science you build on what you already know. Children need to start learning early, at home, so that they have a firm base of knowledge to build on when they get to school. As parents, what's important is that we share the knowledge we have with our children. Science is in everyday activities: cooking, washing dishes, growing plants. So, look around the house and out the windows and see that science is everywhere.

Here are some things you can do:

- Ask your children questions: How do you think the clock works? Why does a bird make a nest and what is the nest made of? How does electricity help us everyday?
- Have children look at what's happening around them and have them write down what they see.
- Have your children make predictions about the weather or how fast a plant will grow or how high a piece of paper will fly with the wind. Have your children then test to see if their hunches are correct.
- Remind your child that it may take many tries before you get an answer. Keep trying.
- Have your children start collections of shells, rocks, or bugs, so that they can see similarities and patterns.
- Have your child look at how things are different. He or she can look around the neighborhood to see the different animals and plants that live and grow there.
- Help your child look at what causes things to change. What happens when a plant doesn't have water or sunlight?

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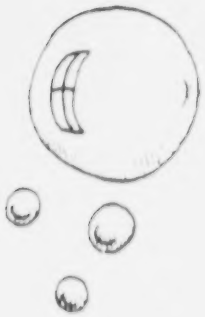
Science Activities

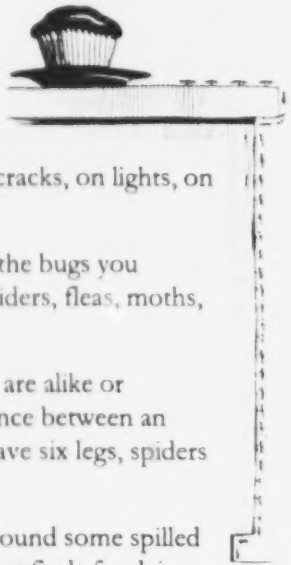


Bubbles

for young children

1. Mix 8 tablespoons of dishwashing liquid in 1 quart of water in a shallow pan.
2. Blow through a straw as you move it slowly across the top of the liquid.
3. When you've made a bubble, touch it gently with a wet finger. What happens? Touch another bubble with a dry finger. What happens?
4. Look at the bubbles. How many colors do you see? What do the colors remind you of?

Creepy Crawlies!



for beginning scientists

1. Search for bugs: in sidewalk cracks, on lights, on animals, or on plants.
2. Tell your child the names of the bugs you found. Did you find: ants, spiders, fleas, moths, flies, ladybugs?
3. Ask your child how the bugs are alike or different. Explain the difference between an insect and a spider (insects have six legs, spiders have eight), for example.
4. Watch ants in an anthill or around some spilled food. Explain that when an ant finds food, it runs back to the hill to "tell" the others. As it runs, it leaves a trail that other ants in the hill can smell. The ants find the food by smelling their way along the trail.

Plants and Light

for more advanced scientists

1. Cut 3 paper shapes about 2 inches large. Circles and triangles work well, but you can use other shapes, too.
2. Clip these shapes with paper clips to 3 leaves of either an indoor or an outdoor plant, being careful not to tear the leaves.
3. Keep 1 piece of paper on the leaf for 1 day, a second on for 2 days, and the third on for one week.
4. Watch to see what happens to the leaves. Do they change color? What effect does the lack of light have on them? What effect does the length of time the leaves are covered have on them?

Note: Plants use sunlight to turn carbon dioxide (in the air) and water into food.

Resources: Information was based on *Helping Your Child Learn Science.* For more information, please contact the National Library of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, telephone 1–800–424–1616.

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Institute on Student Achievement, Curriculum, and Assessment

National Institute on the Education of At-Risk Students

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SAI 95–3035

Learning Partners

Let's Read!

When parents help their children learn to read, they open the door to a big, exciting world. As a parent, you can begin an endless learning chain like this: You read to your children, they develop a love of stories and poems, they want to read on their own, they practice reading, and finally, they read for their own information or pleasure. When children become readers, their world is forever wider and richer.

Here are some things you can do:

- Read aloud to your child: books, newspaper and magazine articles, the back of the cereal box, labels on cans, or directions.
- Read poems aloud together to learn about rhythm and repeated sounds in language.
- Point to the words on the page when you read. Move your finger from left to right.
- Listen to your child read homework or favorite stories to you everyday.
- Go to the library together and check out books. Be sure to ask the librarian for good books or to help you find what you need.
- Have books, magazines, and papers around the house, and let your child see that you like to read, too.
- Encourage older children to read to younger children.
- Help experienced readers talk and write about what they read.

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Reading Activities

Over and Over Again

for young children

1. Pick a story or poem that repeats phrases. "Assign" your child a phrase to repeat each time you read a new part of the story.
2. Read a short portion of the story or poem, then stop and let your child repeat the phrase.
3. Encourage your child to act out the story.

For example, with the story of the "Three Little Pigs:"

Wolf (parent): Little pig, little pig, Let me come in.

Little Pig (child): Not by the hair on my chinny-chin-chin!

Wolf (parent): Then I'll huff and I'll puff, and I'll blow your house in!

Make Sense of Sounds

for beginning readers

1. Look for poems or tongue twisters that repeat sounds and letters.
2. Point out these sounds and letters, and explain that they often make the same sound whenever you see them with other letters on the page. For example:

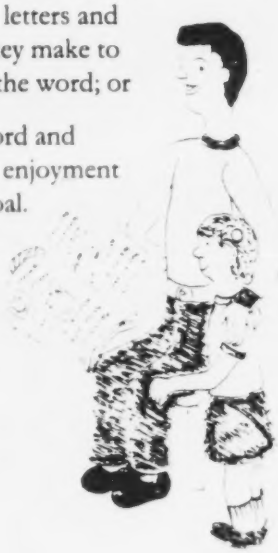
There once was a fat cat named Matt.
And a black cat who had a big bat.
The rat put a tack
When the cat turned his back
On the mat where the black cat sat.

A big blue barrel of big blue blueberries.
Does this shop sell socks with spots?

Read Together

for more advanced readers

1. Ask your child to read to you.
2. Take turns. You read a paragraph and your child can read the next one, or take turns reading full pages one after the other. Keep in mind that your child may be concentrating on *how* to read, and your reading helps to keep the story alive.
3. If your child has trouble reading words, you can help in several ways:
   - have your child skip over the word, read the rest of the sentence, and ask what word would make sense in the story;
   - have your child use what is known about letters and the sounds they make to "sound out" the word; or
   - supply the word and keep reading: enjoyment is the main goal.



Resources: Information was taken from *Helping Your Child Learn to Read* and material from the Literacy Council of Alaska. For more information, please contact the National Library of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, telephone 1–800–424–1616.

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National Institute on Student Achievement, Curriculum, and Assessment

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SAI 95–3033

Learning Partners

Let's Write!

One of the most important parts of knowing how to write well is to feel comfortable doing it. The magic in writing comes from the ideas you have. Let ideas flow, as they would if you were talking. The beauty of the written word is that you can always go back and make changes: rearrange the ideas, correct the spelling, add new ideas, take out ideas that don't fit. The important thing is to think of writing as a reflection of your thoughts.

Here are some things you can do:

- Show that you write often to make lists, take down messages, write notes to the school, write letters to friends.
- Write to your child: put a note in a lunch bag, make a birthday poster, send a postcard from work.
- Encourage your young children to get ready to write. They can scribble, draw pictures, make designs with letters.
- Play writing and spelling games: have family spelling bees, do crossword puzzles, play scrabble, play waiter or waitress.
- Explain that math problems are a form of writing. 2 + 3 = 5 is a sentence.
- Talk about why people write. Are they giving step-by-step instructions, telling a story according to when the events happened, describing how something looks, or trying to convince someone to do something?

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Writing Activities

Scribble Scrabble

for young children

1. Pick some of your child's favorite animals, book or television characters, or people he or she knows to write about.
2. Plan a story, talking about what happens to the characters.
3. Ask your child questions: "What happens after Jose finds the magic box?" "What do you think Emily would do to get away from the bear?"
4. Have your child write down the story in comfortable ways, using scribbling that looks like writing, using letters and words that he invents, filling in pictures for words.

Investigative Reporting

for more advanced writers

1. Have your child gather information by interviewing someone in your family or your neighborhood.
2. Together, choose questions for the interview. Did the person live during a particularly exciting time in history? Did he or she accomplish a major achievement? What does the person do for a living?
3. Look at examples of written interviews in magazines. Using this format, have your child write down the responses from the interview.
4. Have your child edit the interview to cut out ideas that are repeated, to remove halting phrases such as "uh," or "you know", or to put the information in order by topic (sometimes when people talk, they jump back and forth from topic to topic)

Read What You Write

for writers of any age

1. Reading and writing go hand in hand. Have your child read school assignments aloud.
2. Explain that when you read, you should listen to how the writing sounds by asking yourself
   - Does the writing sound the way people talk?
   - Is it smooth or choppy?
   - Are there any words or ideas missing?
   - How could the writing be made more interesting? By adding descriptions, using examples, going into more detail with explanations?
3. Encourage your child to read with expression, emphasizing the words in the sentences that are most important to your child.
4. Encourage other children who might be listening to ask questions about the writing.

Resources: Information was taken from research by the National Center for the Study of Writing and Literacy and the *Helping Your Child* series of books for parents. For more information, please contact the National Library of Education, 555 New Jersey Avenue, NW, Washington, DC 20208, telephone 1-800-424-1616.

U.S. Department of Education
Richard W. Riley
Secretary

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Assistant Secretary

National Institute on Student Achievement, Curriculum, and Assessment

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SAI 95-3036

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The National Education Goals

A World-Class Education for Every Child

On March 31, 1994, President Clinton signed the Goals 2000: Educate America Act into law. The bill is a comprehensive and innovative program to improve education. It sets into law the National Education Goals, which were expanded from the original goals to include goals for teacher professional development and parental involvement and participation.

BY THE YEAR 2000:

★ all children in America will start school ready to learn.

★ the high school graduation rate will increase to at least 90 percent.

★ all students will leave grades four, eight, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, the arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

★ United States students will be first in the world in mathematics and science achievement.

★ every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

★ every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

★ the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

★ every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

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Goals 2000 Update

Wisconsin Activities

Local school restructuring activities in Wisconsin are gaining support from $940,000 in federal Goals 2000: Educate America grants awarded for the 1995-96 school year.

The 26 grants the Department of Public Instruction awarded ranged from $12,400 to $142,400. They are assisting 94 Wisconsin districts to plan for increased student achievement and greater parent and community participation in education. The funding supports integration of technology and instruction and will help districts link the varied initiatives they already have in place. Because Goals 2000 stresses a locally designed vision of high student achievement and carries funding for planning efforts, districts will be able to join with community members in school restructuring that allows them to step back, assess their strengths, and focus on enhanced expectations for all students.

In a competitive process, the DPI reviewed 91 Goals 2000 grant applications which included more than half of the state's 426 school districts. Nineteen applications proposed linkages with institutions of higher education to bring prospective teachers, university personnel, and classroom teachers and students closer together. All grant proposals focus on increasing student academic achievement in a variety of ways, which include enhanced staff development and training opportunities for staff members, parents, and community members. Additionally, among those grants funded, some will focus on challenging and integrated curriculums, others will coordinate existing improvement projects, and still others will build on school-to-work activities already in place.

Based on current projections for next year's federal Goals 2000 funding, the DPI anticipates that Wisconsin will receive $6.5 million. Ninety percent of those funds will flow to local districts.

Six institutions of higher education will participate in Goals 2000 activities in the coming year by exploring the unique connections between teacher preparation programs and classroom experience. Districts listed with an asterisk (*) are the fiscal agent for the consortium. Preservice grant recipients are:

Beloit/Beloit College	$10,000
Fond du Lac/Marian College	$20,000
Platteville/UW-Platteville	$20,000
River Falls/UW-River Falls	$40,000
Superior/UW-Superior	$25,000
Wauwatosa/Cardinal Stritch*	$35,000

Other consortium participants: Hamilton, Kenosha, and Racine.

A description of Goals 2000 activities for each planning grant follows.

Ashland* ($130,000) Funds will be used in a two-phase plan that includes development of a regional blueprint for action supported by local district planning. Blueprints will include recommendations for curriculum and academic standards, technology, evaluation and assessment, staff development, strategic planning, and systemwide improvements as well as community involvement. Other consortium participants: Bayfield, Butternut, Drummond, Glidden, Hayward, Hurley, Maple, Mellen, Northwood, Solon Springs, South Shore, Superior Washburn, and Winter.

Ashwaubenon* ($142,400) Funds will be used to expand a three-district partnership—Ashwaubenon, Green Bay, and Howard-Suamico—with the purpose of developing lifelong learning and content standards for consortium members. Planning also will address capacity building for shared governance and the school/building level. Other consortium participants: Algoma, Brillion, Cedar Grove, Chilton, Denmark, De Pere, Elkhart Lake, Green Bay, Hilbert, Howard-Suamico, Howards Grove, Kiel, Kohler, Luxemburg, Mishicot, New Holstein, Plymouth, Random Lake, Reesdville, Southern Door, Sturgeon Bay, Washington Island, and West De Pere.

Bangor ($12,400) The district, with help from an outside consultant, will explore restructuring and developing local capacity in organizational and planning skills.

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Beloit ($20,000) Funds will be used to develop a communication network based on the Village Partnership model. The district will explore a new vision for Beloit's community of learners through the use of collaborative program efforts.

Blackhawk ($12,000) The district will use Goals 2000 funding to learn how to enhance teaching and learning through technology.

Bonduel ($20,000) Funds will be used to study effective teaching through "Dimensions of Learning" technology. The district's Facilities Long-Range Study Committee will join this effort.

Evansville ($20,000) The district will complete strategic planning that will align the K-12 curriculum, instructional techniques, and building initiatives with the strategic plan and identify the knowledge and skills needed to successfully implement the plan.

Hamilton* ($31,600) Focus for grant activities is guided by the belief that all children can learn. Funds will use technology to increase learning opportunities based on rigorous academic content standards. Consortium partner: Menomonee Falls

La Crosse* ($131,000) Each district in the consortium will develop a planning process to develop a comprehensive local school improvement plan while connecting regional staff development activities to the project. Other consortium participants: Alma Center, Arcadia, Black River Falls, Blair-Taylor, Cashton, De Soto, Galesville-Ettrick-Trempealeau, Hillsboro, Holmen, Independence, Norwalk-Ontario, Onalaska, Tomah, Viroqua, West Salem, Westby, and Whitehall.

Lake Country* ($24,500) The consortium will build skills among planning, community, and administrative teams; provide staff development in technology and school-to-work; and explore and develop performance-based assessments and cross-district/cross-grade portfolios. Other consortium participants: Hartland/Lakeside, North Lake, Richmond, Stone Bank, and Swallow.

Manitowoc ($20,000) The district and community will collaborate to establish a vision for high expectations and high student achievement. Work will begin with site-based analysis of existing student data.

Medford* ($20,000) Grant funds will be used to create a telecommunications network called Rural TechNet. Other consortium participants: Abbotsford, Gilman, and Owen-Withee.

Milwaukee ($50,000) Six schools will develop improvement plans that focus the various initiatives at the schools into a unified vision. Two elementary, two middle, and two high schools in the district will participate.

Monroe* ($28,000) Grant funds will help develop a shared knowledge base about best practices and research findings that support high academic achievement in math, science, and technology. Additionally, the project will develop a contemporary curriculum and community support for the effort. Consortium partner: Monticello.

Mosinee ($20,000) The district will prepare a High School Goals 2000 plan, derived from the district's strategic plan. The purpose will be to transform the high school into a learning organization that finds ways to implement community linkages, research instruction, applied knowledge, and technology.

Racine ($20,000) A 25-member planning team, representing diverse school and community groups, will develop a strategic plan for the district.

Reedsburg ($16,800) The district will expand its strategic planning to sites/buildings and develop local-level plans.

Rice Lake ($20,000) Grant funds will be used to train site councils on all aspects of team building and formation of study groups to develop a shared knowledge base about best practices.

Southwestern Wisconsin* ($20,000) The consortium will establish a Tri-Schools Strategic Planning Committee to link teaching, learning, assessment, planning, parental involvement, and staff development and to eliminate duplication among districts. Other consortium participants: Benton and Cuba City.

Webster* ($33,700) Grant funds will address evaluation and assessment through a study group process. Other consortium participants: Frederic, River Falls, and Siren.

Celebrating Families

Join us for the Wisconsin Family

READ-IN

Sunday, November 19, 1995
5:00-8:00 p.m.
on Wisconsin Public Radio

Children's Call-in Show
and discussion of favorite children's literature

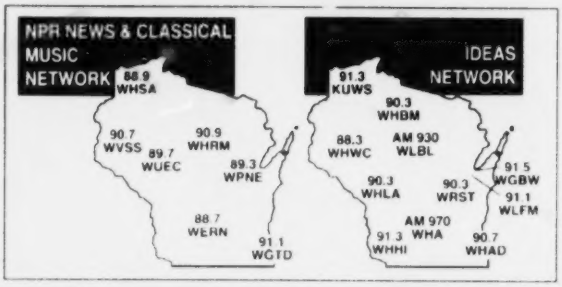
7:00-8:00 p.m.
on Wisconsin Public Television

Featuring readings
of favorite children's books

For more information contact:
The Wisconsin Department of Public Instruction
Families in Education Program at (608) 266-9757

Families are encouraged to read aloud together in schools, libraries, homes, or wherever they may be.

The 1995 Wisconsin Family Read-In is sponsored by the Wisconsin Department of Public Instruction, The Highsmith Company of Fort Atkinson, Wisconsin Public Television, and Wisconsin Public Radio with the support of the Association of Wisconsin School Administrators, Wisconsin Association of Public Librarians, Wisconsin Association of School Boards, Wisconsin Association of School District Administrators, Wisconsin Association of School Librarians, Wisconsin Retired Educators' Association, Wisconsin Educational Media Association, Wisconsin Education Association Council, Wisconsin PTA, Wisconsin State Reading Association, and The Friends of the Cooperative Children's Book Center.



1995 Wisconsin Family Read-In Book Review

Receive a free souvenir for participating in the 1995 Wisconsin Family Read-In! Answer the following questions about a book you recently read, and **send your completed book review by November 1 to Wisconsin Public Radio, Family Read-In, 821 University Avenue, Madison, WI 53706.** We'll send your souvenir to your home or school. Be sure to print your address at the bottom of this form! Your review may be read on Wisconsin Public Radio during the statewide Wisconsin Family Read-In broadcast from 5 to 8 p.m. on Sunday, November 19. Or, call during the Read-In and tell everyone about your favorite book!

From 7 to 8 p.m. on November 19, Wisconsin Public Television also will broadcast a program featuring readings of favorite children's books to celebrate the Wisconsin Family Read-In. Be a part of the 1995 Wisconsin Family Read-In—we want to hear from you!

What is the title of this book? Who is the author?

What is this book about?

If you could share this book with someone you thought would enjoy it, who would it be: a family member, a friend, or someone you haven't met? What would you say about the book to this person?

Your Name *(Please Print Name and Address Carefully)*	Your Grade in School	Your Home Telephone *Area/No.*

Home Address or School Address *(Teacher: please indicate if souvenir should be sent to your classroom)*

Street City State Zip Code

Name of your parent, teacher, or other adult who has read your book review.

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American Education Week History

The 1995 American Education Week observance marks the 74th consecutive year that U.S. citizens have been asked to look at public education and to support its efforts. The November 12 to 18 observance carries the theme *Good Schools Are a Great Investment.*

American Education Week was born from the aftermath of World War I when draft boards discovered that about 25 percent of America's draftees were illiterate and some 29 percent were physically unfit. In 1919, representatives of the National Education Association and the American Legion discussed ways to generate more public support for education to correct these deficiencies.

Broadening Support

The National Education Association and the American Legion sponsored the first American Education Week December 4 to 10, 1921. The resolution creating the event read:

> *An educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation and support of the public in meeting those needs.*

In 1922, the U.S. Office of Education became an American Education Week sponsor. Other sponsors joined in the ensuing years. Today, the U.S. Department of Education and the following national organizations co-sponsor the week-long observance:

- American Association of School Administrators
- American Federation of Teachers
- American Legion
- Council of Chief State School Officers
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Association of State Boards of Education
- National Education Association
- National Parent Teacher Association
- National School Boards Association
- National School Public Relations Association

Creating a Focus

In the early years of American Education Week, each day of the observance had a different theme. Beginning in 1929, representatives of the co-sponsoring organizations chose one theme to reflect a current national concern.

Delegates to the 1987 National Education Association Representative Assembly in Los Angeles called for a special day during American Education Week to honor the contributions of school support staff. National Educational Support Personnel Day was inaugurated in 1987 and has been held each year since on the Wednesday of American Education Week.

Sharing Responsibility

The goal of American Education Week since its inception has been to increase public understanding of and appreciation for our nation's schools, to encourage parents and other citizens to visit schools, and to build civic and community support for education.

This year's American Education Week theme, *Good Schools Are a Great Investment*, underscores our need to invest in education and thereby invest in the future of all citizens. In this current political climate, with calls for belt-tightening and financial cutbacks in social services at the federal, state, and local levels, it is ever more important to remind citizens that the future of our communities, our state, and our nation in the years ahead depends on the students in our schools today.

Quality education needs support from all areas of the community, not just students, teachers, and parents. Elected officials, business leaders, community service agencies, school support personnel, senior citizens, employers—all Americans have roles to play in making sure each of today's students is prepared to meet the challenges of the next century. Investing in the education of all students today will pay benefits to all of us tomorrow.

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WISCONSIN

American Education Week

Proclamation

Whereas, throughout history, public schools have helped democratize our state and nation, strengthen our communities, and widen opportunities for our people; and

Whereas, by integrating different groups into a common educational setting, public schools prepare this state's and nation's diverse populations to live harmoniously in a free, democratic society; and

Whereas, the future of this state and nation in the next century depends on the students who are in our schools today; and

Whereas, all citizens have an important mutual responsibility in educating future citizens and have an inherent mutual interest in strong, effective public schools; and

Whereas, Wisconsin public schools have a strong tradition of quality education for all students regardless of their differences;

Therefore, be it resolved that _____ observes November 12 to 18, 1995, as American Education Week.

_____

Official Signature

Families in Education
Learning Together
Wisconsin Department of Public Instruction • John T. Benson, State Superintendent • 125 South Webster Street • P.O. Box 7841 • Madison, WI 53707-7841 • (800) 4 563

WISCONSIN EDUCATION CALENDAR

1995

October

1-31 Italian American Heritage and Culture Month. Designated by presidential proclamation in 1989, celebrated by some states as a month to celebrate the rich ethnic heritage of Italian Americans and the many contributions they have made to American culture.

1-31 National Crime Prevention Month. Contact: The National Exchange Club, 3050 Central Avenue, Toledo, OH 43606; (419) 535-3232.

1-31 National UNICEF Month. An expansion of National UNICEF Day. Observed as a global advocacy and fund-raising campaign that can help children learn about different countries and cultures. Contact: U.S. Committee for UNICEF, P.O. Box 182248, Chattanooga, TN 37422-7248; (800) 252-KIDS.

1-31 Polish American Heritage Month. Designated by presidential proclamation as the month to celebrate the rich ethnic heritage of the Polish Americans and their many contributions to American culture.

8 National Children's Day. Designated by Congress on the second Sunday of October to highlight the importance and needs of our nation's children and youths. Contact: New Futures, 11426-28 Rockville Pike, Suite 100, Rockville, MD 20852; (301) 468-9431.

8-14 Fire Prevention Week. Contact: The National Fire Protection Association, P.O. Box 9101, Quincy, MA 02269-9101; (617) 770-3000.

8-14 NAEOP Career Awareness Week. Observed the second week in October. Contact: National Association of Educational Office Professionals, 1841 South Eisenhower Court, Wichita, KS 67209; (316) 942-4822.

8-14 National Metric Week. To encourage the use of the metric system. Contact: National Council of Teachers of Mathematics, 1906 Association Drive, Dept. M-METRIC, Reston, VA 22091-1593; (703) 620-9840.

8-14 National School Lunch Week. By annual presidential proclamation, always observed the week beginning with the second Sunday in October. Contact: American School Food Service Association, 1600 Duke Street, Seventh Floor, Alexandria, VA 22314; (703) 739-3900.

9 Leif Ericson Day. Wisconsin public school observance day required by statute.

9 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to explain the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work; use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards; devise models depending on school district size. CESA 2. Contact: Joan Loock, DPI, (608) 266-2348.

10-12 DPI/WASCD Joint Conference for Supervisors and Directors of Instruction. Holiday Inn Madison West, Middleton. Contact: Mead Hansen, executive secretary, (414) 856-6576; Sue Grady, DPI, (608) 266-2364; or Mary Parks, DPI, (608) 266-3706.

11-12 DPI State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

12 Christopher Columbus Day. Wisconsin public school observance day required by statute.

12 WASDA. Political Seminar. Concourse Hotel, Madison. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

12-13 Northwestern Wisconsin Education Association. Educators' Conference/Convention. Memorial High School, Eau Claire. Contact: Gene Wachs, 622 Oak Lane Drive, Arcadia, WI 54612; (608) 323-7616, fax (608) 323-3388.

13 Continuing Education and Outreach and UW-Extension. Conference highlighting career opportunities for girls and young women in mathematics and science. UW-Stevens Point. Contact: Jerry Rous, program manager, (800) 898-9472.

13 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to provide an overview of the Wisconsin Cooperative Skill certification for business, integrating business communications into liberal arts, and economics at work; use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards; devise models depending on school district size. CESA 12. Contact: Joan Loock, DPI, (608) 266-2348.

13 UW-Stevens Point Office of Continuing Education and Outreach. School Support Staff Workshop. Theme: "Legal and Ethical Issues Affecting Educational Support Personnel." Contact: UW-Stevens Point Continuing Education and Outreach, (715) 346-3717 or (800) 898-9472.

14 UW-Oshkosh Department of Curriculum and Instruction and Division of Continuing Education and Extension. UW-Oshkosh Early Childhood Conference. Oshkosh Convention Center. Contact: Lenore Wineberg, (414) 424-0333, or Chris Delulis, (414) 424-1134.

14 Wisconsin Business Education Association. Fall Conference. Theme: "Join the Team—Play With Us." Onalaska. Contact: Sue Hopkins, (608) 783-5435.

15-21 National School Bus Safety Week. Contact: National School Bus Safety Week Committee, P.O. Box 2639, Springfield, VA 22152.

16 World Food Day. Proclaimed in 1979 by the United Nations to heighten public awareness of the world food problem and strengthen solidarity in the struggle against hunger, malnutrition, and poverty. Contact: Public Inquiries Unit, Room GA-57, United Nations, New York, NY 10017; (212) 963-4475.

17-19 DPI/UW-Extension/Educational Communications Board/Wisconsin Technical College System. Wisconsin Educational Technology Conference. Holiday Inn, Stevens Point. Contact: Ronald Unmacht, ECB, (608) 264-9689, or Bette Lou Esser, WVA executive director, (608) 833-5858.

17-20 Wisconsin Educational Technology Conference. Stevens Point. Contact: Carolyn Folke (608) 266-1965.

18-19 DPI. 11th Annual State Superintendent's Leadership Conference/Directors of Special Education and Pupil Services. Sheraton Inn and Conference Center, Madison. Contact: Bill Berkan or Susan Fredlund, DPI, (608) 266-7921.

18-19 Wisconsin Community Education Association. State Conference. Radisson Inn, Green Bay. Contact: Jim Brawner, Pulaski School District, (414) 822-4247.

19-21 Wisconsin Early Childhood Association. Conference. Theme: "Many Hands, One Fabric." La Crosse Center and Radisson Hotel, La Crosse. Contact: Mary Babula, WECA, (800) 783-9322 or (608) 257-8889.

20 CESA 12. Conference on general educational themes. Ashland High School. Contact: Broode Magid Hart, (715) 682-2363, ext. 122.

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20 John Dewey's Birthday. American educational reformer and philosopher (1859-1952).

20 Continuing Education and Outreach/UW-Extension, et al. Conference designed to enhance instruction to provide new ideas for high school teachers of biology, chemistry, math and computing, geography and geology, physics and astronomy, and psychology. UW-Stevens Point. Contact: Jerry Reesse, program manager, (800) 898-9472.

20 DPI. Sexual Harassment Complaint Investigation Workshop. Moxie's, La Crosse. Contact: Melissa Keyes, DPI, (608) 267-9157.

20 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to provide an overview of the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work, use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards, devise models depending on school district size. CESAs 8 and 9. Contact: Joan Loock, DPI, (608) 266-2348.

23 WASDA. Drive-In, CESA 1. Country Inn, Pewaukee. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

23 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to provide an overview of the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work, use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards, devise models depending on school district size. CESA 3. Contact: Joan Loock, DPI, (608) 266-2348.

24 DPI et al. Wisconsin Cooperative Skill Certification for Business. Workshop to explain the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work, use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards, devise models depending on school district size. CESA 6. Contact: Joan Loock, DPI, (608) 266-2348.

24 United Nations Day. By annual presidential proclamation to commemorate the founding of the United Nations in 1945. Contact: Public Inquiries Unit, Room GA-57, United Nations, New York, NY 10017, (212) 963-4475.

24 WASDA. Drive-In, CESA 2. Coachman's Inn, Stoughton. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

24-25 Wisconsin High School Forensic Association. Board of Control Meeting. Madison. Contact: J. Peter Shaw, (608) 882-6004.

24-27 Wisconsin Library Association Inc. Annual Conference. Theme: "Libraries and Our Communities: Advocating for Their Future." Paper Valley Hotel and Conference Center, Appleton. Contact: Robert Pfeffer, South Milwaukee Public Library, (414) 768-8197 or Larry J. Martin, executive director, (608) 242-2040.

25-27 AWSA. Annual Convention. Grand Geneva Resort and Spa, Lake Geneva. Contact: Joyce Blake, AWSA, (608) 241-0300.

25-27 Wisconsin Association for Health, Physical Education, Recreation and Dance Convention. Theme: "Tradition Makes it Easier." Stevens Point High School and Holiday Inn, Stevens Point. Contact: James Clark, (715) 345-5504.

25-27 Wisconsin Music Educators Association Convention. Holiday Inn-Madison West, Middleton. Contact: Michael George, (608) 249-4566.

25-28 National Association of Biology Teachers. National Convention. Phoenix. Contact: Laurie Trautner-Black, (703) 471-1134.

25-28 Wisconsin Association for Environmental Education Conference. Theme: "Exploring Connections." Onalaska. Contact: Elizabeth Janurin, (608) 787-0228.

25-28 Wisconsin School Psychologists Association. Fall 1995 Convention. Manitowoc. Contact: Roger Berg, (414) 458-7899 (home) or (414) 459-3503 (work).

26-27 Wisconsin Art Education Association. Fall Conference. Theme: "Multiple Intelligences and Literacy." Milwaukee. Contact: William L. Chandler, (414) 354-3867.

26-27 Wisconsin Association of Educational Office Professionals. Fall Convention. Chula Vista Resort, Wisconsin Dells. Contact: Clarice Amacher, (414) 231-2015.

26-29 National Association of Pupil Services Administrators Annual Conference. Theme: "The Colors of Change: Challenges of Shifting Paradigms." Doubletree Hotel, Salt Lake City. Contact: Nancy Hardy, conference chair, (801) 578-8685.

26-27 Wisconsin Education Association Council. Annual Teachers Convention, Milwaukee. Contact: WEAC, (608) 276-7711.

27 Council for Exceptional Children. Conference. Oshkosh. Contact: Donna Neudauer, (414) 327-4720.

27 UW-Milwaukee Education Outreach and UW-Extension. "The Role of the Professional in Detecting, Preventing, and Reporting Child Abuse. North Shore Presbyterian Church, Shorewood. Contact: (414) 229-4728, course #3048.

30 Wisconsin School Safety Coordinators Association (WSSCA)/DPI. Fall Workshop. UW-Stout. Contact: Mark Nelson, (608) 822-4444.

31 DPI. Study Group Leadership Team Action Research Workshop. Wisconsin Center, Madison. Contact: Mary Kleusch, DPI, (608) 266-7051; Doug White, DPI, (6080 266-5198.

31 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to provide an overview of the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work, use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards, devise models depending on school district size. CESA 4. Contact: Joan Loock, DPI, (608) 266-2348.

November

1-30 National PTA Child Safety and Protection Month. Contact: The National PTA, 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690, (312) 670-6782.

1-3 Wisconsin Association of School Personnel Administrators. Fall Conference. Chula Vista Resort, Wisconsin Dells. Contact: Gerald Schumacher, Whitefish Bay School District, (414) 963-3960, fax (414) 963-6809.

1 DPI. Goals 2000 Sharing Conference. Mead Inn, Wisconsin Rapids. Contact: Connie Salveson, DPI, (608) 266-5450.

1 DPI. Fall Alcohol/Traffic Safety Workshop. CESA 12, Ashland. Contact: Randall Thiel, DPI, (608) 266-9677.

1 DPI et al. Wisconsin Cooperative Skill Certification for Business. A workshop to provide an overview of the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts, and economics at work, use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards, devise models depending on school district size. CESA 7 and 8. Contact: Joan Loock, DPI, (608) 266-2348.

2 DPI. Fall Alcohol/Traffic Safety Workshop. Holiday Inn, Rhinelander. Contact: Randall Thiel, DPI, (608) 266-9677.

2 DPI et al. Work-Based Skill Standards Technical Assistance Workshops. CESA 11. Contact: Susie Radtke, (715) 986-2020.

2 Wisconsin Association of Foreign Language Teachers. Fall Conference. Theme: "Foreign Language Education: Mission, Methods, and Standards." Paper Valley Hotel and Conference Center, Appleton. Contact: O. Lynn Bolton, president, (414) 546-5598 (school) or (414) 966-7040 (home).

2-4 DPI/University of Wisconsin-Stout. Statewide Equity and Multicultural Education Convention. Hyatt Regency, Milwaukee. Contact: UW-Stout, (715) 232-2693, or Barb Bitters, DPI, (608) 266-9689.

3 DPI Fall Alcohol/Traffic Safety Workshop. Pioneer Inn, Oshkosh. Contact: Randall Thiel, DPI, (608) 266-9677.

3 DPI et al. Wisconsin Cooperative Skill Certification for Business. Workshop to explain the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts and economics at work; use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards; devise models depending on school district size. CESA 11. Contact: Joan Loock, DPI, (608) 266-2348.

5-7 Wisconsin Athletic Directors Association Workshop. Theme: "Athletics in the '90s." Holiday Inn, Stevens Point. Contact: Scott Lundgren, (414) 653-6385.

5-8 DPI/Positive Youth Development; Wisconsin Prevention Network. State Prevention Conference. Theme: "Prevention and Wellness: Resiliency in Action." Grand Geneva Resort and Spa, Lake Geneva. Contact: Steve Ferrian, DPI, (608) 266-3569 or PYD, (608) 255-6751 or fax (608) 255-3547.

6 DPI Fall Alcohol/Traffic Safety Workshop. Grand Geneva Resort, Lake Geneva. Contact: Randall Thiel, DPI, (608) 266-9677.

6 DPI et al. Wisconsin Cooperative Skill Certification for Business. Workshop to explain the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts and economics at work; use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards; devise models depending on school district size. CESA 1. Contact: Joan Loock, DPI, (608) 266-2348.

6 UW-Stevens Point. Full-day workshop. Theme: "Understanding Gang Involvement in the Hmong Community." Midstate Technical College, Wisconsin Rapids. Contact: Continuing Education Office, UW-Stevens Point, (715) 346-3717.

7 Election Day. Observed for many state and local elections on the Tuesday following the first Monday in November.

7 DPI et al. Work-Based Skill Standards Technical Assistance Workshops. CESA 7. Contact: Karen Olsen, (414) 492-5960.

8 DPI et al. Wisconsin Cooperative Skill Certification for Business. Workshop to explain the Wisconsin Cooperative Skill Certification for business, integrating business communications into liberal arts and economics at work; use of the competencies to revise curriculum and upgrade co-op programs to meet state certification standards; devise models depending on school district size. CESA 5. Contact: Joan Loock, DPI, (608) 266-2348.

8-9 DPI State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

8-10 Wisconsin Park and Recreation Association Annual Conference and Trade Show. Theme: "Magical Mystery Tour." Paper Valley Hotel and Conference Center, Appleton. Contact: Steve Thompson, (414) 423-1210.

9 DPI Fall Alcohol/Traffic Safety Workshop. Holiday Inn Southwest, Eau Claire. Contact: Randall Thiel, DPI, (608) 266-9677.

9 DPI et al. Work-Based Skill Standards Technical Assistance Workshops. CESA 2. Contact: Margie Cole, (608) 758-6232.

9 WASDA Drive-In. CESAs 3 and 4. Nate's Supper Club, Viroqua. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

9-10 UW-Madison/Wisconsin Technical College System, et al. Ninth Annual Wisconsin Conference on Adult Literacy. Concourse Hotel, Madison. Contact: Julie Seaborg, UW-Madison, (608) 262-5315.

9-12 National Council for the Social Studies Annual Conference. Theme: "Building Future Visions on Proud Traditions." Hyatt Regency, Chicago. Contact: NCSS, (202) 966-7840.

10 WASDA Drive-In. CESAs 5 and 6. Silvercryst, Wautoma. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

10 DPI Fall Alcohol/Traffic Safety Workshop. Don Q Inn, Dodgeville. Contact: Randall Thiel, DPI, (608) 266-9677.

11 Learning Disabilities Association of Wisconsin Annual Conference. Neenah. Contact: Joan Samuola or Mary Sobczak, (414) 821-0855.

11 Discovering Science through the Arts at Edgewood College (teacher inservice in using the arts to teach science). Contact: Virgi Driscoll, (414) 646-5144.

11 UW-Oshkosh Department of Curriculum and Instruction and Division of Continuing Education and Extension. UW-Oshkosh Elementary School Conference, Oshkosh Hilton. Contact: Jean Erdman, (414) 424-2477, or Chris DeJulius, (414) 424-1134.

11 Veterans Day. Wisconsin public school observance day required by statute.

12 Wisconsin Alliance for Arts Education/DPI Discovering Science in the Arts. Teacher inservice session. Edgewood College, Madison. Contact: Virgi Driscoll, (414) 646-5144.

12-18 American Education Week. Always observed the week before Thanksgiving. Theme: "Good Schools Are a Great Investment." Sponsored by the National Education Association, National PTA, and other national education associations. Contact: NEA, 1201 16th Street, NW, Washington, DC 20036, (202) 822-7200.

13-19 National Children's Book Week. Contact: The Children's Book Council Inc., 568 Broadway, Suite 404, New York, NY 10012, (212) 966-1990.

13-19 Youth Appreciation Week. Contact: Optimist International, 4494 Lindell Boulevard, St. Louis, MO 63108, (314) 371-6000.

14 National Community Education Day. Contact: National Community Education Association, 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030, (703) 359-8973.

14 Wisconsin School Safety Coordinators Association/DPI Fall Workshop. UW-Whitewater. Contact: Mark Nelson, (608) 822-4444.

14-20 National Alliance of Black School Educators. Annual Conference. Theme: "Effective Pedagogy for Learners of African Descent." Dallas. Contact: Ernest A. Holmes, (202) 483-1549.

15 Wisconsin School Safety Coordinators Association/DPI Fall Workshop. Fox Valley Technical College, Appleton. Contact: Mark Nelson, (608) 822-4444.

15-17 DPI Sixth Annual Precollege Conference. Grand Geneva Resort, Lake Geneva. Contact: Paul Spraggins, DPI, (414) 227-4413.

16 WASDA Drive-In, CESAs 7 and 8. Ramada Inn, Green Bay. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

16 Wisconsin Staff Development Council Conference. Theme: "Facilitating Organizational Change: Team Building, Conflict Resolution, and Running a Successful Meeting." Wisconsin Dells. Contact: Mary Cavigan, (414) 567-6632, ext. 216.

16 Wisconsin School Safety Coordinators Association/DPI Fall Workshop. Wausau Insurance. Contact: Mark Nelson, (608) 822-4444.

16-21 National Council of Teachers of English. Annual Convention. Theme: "Teaching for Lifelong Learning." San Diego. Contact: NCTE, (217) 328-3870.

17-18 Wisconsin High School Forensic Association. State Theater Festival. UW-Stevens Point. Contact: J. Peter Shaw, (608) 882-6004.

18 Wisconsin Mathematics Council Inc. Fall Meeting. Marquette University, Milwaukee. Contact: Jack Moyer, (414) 288-5299.

19 Gettysburg Address Anniversary. On this date in 1863, Abraham Lincoln delivered a speech at the dedication of a national cemetery at the Gettysburg battlefield. It expressed the resolve "that government of the people, by the people, for the people, shall not perish from the earth."

19 Wisconsin Family Read-In. Children's radio call-in show from 5 to 8 p.m. on Wisconsin Public Radio. Featured readings from favorite children's books from 7 to 8 p.m. on Wisconsin Public Television. Contact: DPI Families in Education Program, (608) 266-9757.

23 Thanksgiving Day. A federal holiday and legal public holiday in all states. Many schools also observe the following Friday.

29-30 DPI et al. Teamwork Makes the Dream Work. "Leave No Child Behind." Milwaukee Hilton (Marc Plaza), Milwaukee. Contact: Harriet Forman/Lana Fox, DPI, (608) 267-1294.

December

1 Montgomery Bus Boycott Anniversary. On this date in 1955, Rosa Mae Parks refused to move to the back of a Montgomery, AL, bus. Her consequent arrest sparked the Montgomery Bus Boycott, which brought Martin Luther King Jr. to national prominence and was a catalyst for the Civil Rights movement.

1 World AIDS Day. To promote awareness of AIDS education. Contact: American Association for World Health, 1129 20th Street NW, Suite 400, Washington, DC 20036, (202) 466-5883.

5 DPI Sexual Harassment Complaint Investigation Workshop. CESA 9 office, Tomahawk. Contact: Melissa Keyes, DPI, (608) 267-9157.

7 Pearl Harbor Day. Japanese warplanes bombed Pearl Harbor at 7:55 a.m. on this date in 1941, killing 2,300 people and sinking or damaging 19 ships. The United States declared war on Japan the following day.

6-9 National Community Education Association. Annual Conference. Atlanta. Contact: Starla Jewell-Kelly, NCEA, (703) 683-6232.

8-11 American Speech-Language-Hearing Association. Annual Convention. Orlando, FL. Contact: Cheryl Russell, (301) 897-5700.

10 Human Rights Day. Observed on this date each year as the anniversary of the adoption of the Universal Declaration of Human Rights in 1948. Contact: Public Inquiries Unit, Room GA-57, United Nations, New York, NY 10017, (212) 963-4475.

13-14 WASDA Winter Seminar. Concourse Hotel, Madison. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

15 Bill of Rights Day. Anniversary of the adoption of the first 10 amendments to the U.S. Constitution in 1791. Often marked by presidential proclamation.

16 Boston Tea Party anniversary. In response to the Tea Act passed by the British Parliament that secured a monopoly on colonists' tea by the East India Company, a group of colonists dressed as American Indians threw a cargo of the company's tea into Boston harbor on this date in 1773.

16-20 National Federation of State High School Associations. National conference of high school directors of athletics. San Diego. Contact: Frank Kovaleski, (816) 464-5400.

17 Anniversary of the Wright Brothers' Flight. On this date in 1903, brothers Wilbur and Orville Wright achieved the first piloted, powered airplane flight near Kitty Hawk, NC. Their airplane remained aloft for 12 seconds and traveled 120 feet.

28 Wounded Knee Massacre Anniversary. On this date in 1890, the 7th Cavalry killed 300 Hunkpapa Sioux at Wounded Knee, SD.

1996

January

1 Emancipation Proclamation Anniversary. On this date in 1863, President Lincoln formally issued the Emancipation Proclamation, declaring that all people held as slaves within the rebelling Confederate states "are, and henceforth shall be, free."

1 New Year's Day. Legal holiday in all states and territories, also a federal holiday.

14 UW-Oshkosh Department of Health, Physical Education, and Recreation and Division of Continuing Education and Extension Sharing Day Workshop. Kolf Sports Center, UW-Oshkosh. Contact: Darryl Lang, (414) 424-1248, or Chris Delulis, (414) 424-1134.

15 Martin Luther King Day. Wisconsin public school observance day required by statute.

17-19 WASDA/WASB/WASBO Joint Convention. MECCA, Milwaukee. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

23 First American Indian U.S. Senator. On this date in 1907, Charles Curtis of Kansas became the first American Indian to serve as a U.S. senator.

24 National School Nurse Day. To develop a better understanding of the role of school nurses in the educational setting. Observed the fourth Wednesday in January. Contact: National Association of School Nurses Inc., P.O. Box 1300, Scarborough, ME 04070-1300, (207) 883-2117.

25-26 UW-Oshkosh Classroom Technology 1996. Contact: The Richard W. Kochin Institute, 800 Algoma Boulevard, Oshkosh, WI 54901, (414) 424-2367, fax (414) 424-2005, or e-mail (CT96@vaxa.cis.uwosh.edu).

26-28 Wisconsin Association for Environmental Education Workshop. Theme: "Winter Environmental Education." Treehaven Field Station. Contact: Tim Byers, (715) 341-2142.

27 UW-Oshkosh Department of Curriculum and Instruction and Division of Continuing Education and Extension: UW-Oshkosh Middle/Junior High School Conference. Oshkosh Hilton. Contact: Jean Erdman, (414) 424-2477, or Chris Delulio, (414) 424-1134.

31-2/1 AWSA Senior High Administrators Commission Conference. Chula Vista Resort, Wisconsin Dells. Contact: Joyce Blake, AWSA, (608) 241-0300.

31-2/3 Wisconsin State Reading Association Convention. Theme: "Partnerships for Literacy." MECCA/Hyatt/Marc Plaza, Milwaukee. Contact: Bonnie Corcoran, (608) 362-7360.

February

1-29 African-American History Month. Materials available from: The Associated Publishers Inc., 1407 14th Street NW, Washington, DC 20005; (202) 265-1441.

1-29 American History Month. Contact: National Society Daughters of the American Revolution, 1776 D Street NW, Washington, DC 20006-5392, (202) 628-1776.

1-29 Parade of American Music Month. To support U.S. composers and encourage the use of their works by performing artists and students 12 months per year. Contact: National Federation of Music Clubs, American Music Department Chairman, 445 South Linnes Road, Columbus, OH 43213; (614) 231-2815.

1 National Freedom Day. To commemorate the signing of the 13th amendment, which abolished slavery in 1865. Presidential proclamation established the date in 1949.

2 Groundhog Day. Folklore says that if the groundhog sees its shadow on this day, it returns to its burrow and winter continues for six more weeks.

2-3 UW-Oshkosh Department of Health, Physical Education, and Recreation and Division of Continuing Education and Extension: UW-Oshkosh's symposium on adolescent health issues. Oshkosh Hilton. Contact: Darryl Ling, (414) 424-1248, or Chris Delulio, (414) 424-1134.

2-3 Wisconsin Elementary and Middle Level Science Teachers (WESTs) Conference. Theme: "Westfest '96." Holiday Inn, Stevens Point. Contact: Don Prummer, (715) 823-4738, or WEST, (608) 263-1692.

5-9 National School Counseling Week. Contact: American School Counselor Association, 5999 Stevenson Avenue, Alexandria, VA 22304; (703) 823-9800, ext. 388.

8-9 AWSA Elementary Administrators Commission Conference. Embassy Suites/Regency Convention Center, Green Bay. Contact: Joyce Blake, AWSA, (608) 241-0300.

9 Wisconsin Staff Development Council Conference. Theme: "Facilitating Organizational Change: Implementing Staff Development Standards in Wisconsin Schools." Oconomowoc. Contact: Mary Cavegan, (414) 567-6632, ext. 216.

10 State Bar of Wisconsin, Wisconsin Law Foundation, Wisconsin High School Mock Trial Tournament, which includes 14 regional tournaments across the state. Contact: Lori Phelps, Law-related education coordinator, (608) 250-6191.

11-13 AWSA Associate Principals Commission Conference. Holiday Inn, Stevens Point. Contact: Joyce Blake, AWSA, (608) 241-0300.

11-17 National FHA/HERO Week. Always the second full week in February, to focus attention on the activities and goals of the Future Homemakers of America Inc., 1910 Association Drive, Reston, VA 22091; (703) 476-4900.

12 Abraham Lincoln Day. Wisconsin public school observance day required by statute.

14 Wisconsin Council for Administrators of Special Services. Conference. Hilton, Oshkosh. Contact: Gary Myrah, (414) 284-7704.

14-15 DPI State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

14-18 Association for Educational Communications and Technology: AECT National Convention and InCITE '96 Exposition. Theme: "Exploring the Information Kaleidoscope." Indiana Convention Center, Indianapolis. Contact: Todd T. Shears, (202) 347-7834, fax (202) 347-7839.

15 Susan B. Anthony Day. Wisconsin public school observance day required by statute.

15-16 UW-River Falls Continuing Education/Extension et al. Conference. Theme: "Collaboration Among Families, Schools and Agencies: Trends and Innovations." Contact: Judie Catlisch, (800) 228-5607.

16-17 UW-Oshkosh Department of Special Education and Division of Continuing Education and Extension: UW-Oshkosh Special Education Conference. Theme: "Challenges to Special Education in the Mid-90s." Oshkosh Hilton and Convention Center. Contact: Corrine Donley, (414) 424-3421, or Chris Delulio, (414) 424-1134.

17 PTA Founders Day. Contact: The National PTA, 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690; (312) 670-6782.

17-24 National FFA Week. Always celebrated during the week of Washington's traditional birthday, beginning the Saturday before February 22 and ending the following Saturday. Contact: National FFA Organization, 5632 Mount Vernon Memorial Highway, Alexandria, VA 22309-0160; (703) 360-3600, ext. 311 or 321.

19 Presidents' Day. Federal holiday observed on the third Monday in February. Combines the observance of George Washington's and Abraham Lincoln's birthdays.

22 George Washington Day. Wisconsin public school observance day required by statute.

29 Leap Year Day. A day added to the calendar every four years, to bring the Gregorian calendar more nearly into accord with the Earth's orbital period of 365.2422 days.

March

1-31 American Red Cross Month. Contact local chapters for information.

1-31 Music in Our Schools Month. To communicate the importance of music in the learning experience. Contact: Music Educators National Conference, 1806 Robert Fulton Drive, Reston, VA 22091; (800) 336-3768.

1-31 National Mental Retardation Month. To promote public education concerning mental retardation and the welfare of the mentally retarded. Contact: The ARC, 500 East Border Street, Suite 300, Arlington, TX 76010; (817) 261-6003.

1-31 National Nutrition Month. To promote the importance of good eating habits to physical and mental health. Contact: American Dietetic Association, 216 West Jackson Boulevard, Suite 800, Chicago, IL 60606; (312) 899-0040, ext. 4653.

1-31 National Women's History Month. Proclaimed by Congress and many governors and state legislatures as a month to celebrate the rich and inspiring heritage of women's contributions to the United States. Contact: National Women's History Project, 7738 Bell Road, Windsor, CA 95492; (707) 838-6000.

Families in Education
Learning Together
Wisconsin Department of Public Instruction • John T. Benson, State Superintendent • 125 South Webster Street • P.O. Box 7841 • Madison, WI 53707-7841 • (800) 441-4563

March

1-31 Youth Art Month. To emphasize the importance of art activities for children and to encourage schools and youth groups to support their art programs. Contact: Council for Art Education Inc., 100 Boylston Street, Suite 1050, Boston, MA 02116, (617) 426-6400.

2 Regional Staff Development Center. "Science on Saturday," a series of hands-on workshops for elementary teachers. UW-Parkside. Contact: Carolyn Fenske, (414) 595-2002.

3 Adoption of the U.S. National Anthem. On this date in 1931, the "Star Spangled Banner" was adopted as the national anthem. Written in 1814 by Francis Scott Key.

5-6 UW-Stevens Point Family and Teen Conference. Theme: "Encouraging Family Success in Wisconsin's Rural Regions. Holiday Inn, Stevens Point. Contact: Stephanie Whiting, UW-Stevens Point Continuing Education and Outreach, (715) 346-4069.

3-9 National PTA Alcohol and Other Drug Awareness Week. To focus attention on school-age drug and alcohol abuse. Contact: National PTA, 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690, (312) 670-6782.

3-9 National Volunteers of America Week (100th Anniversary). Observed the week of March 8, the date the Volunteers of America was founded in 1896. Contact: Volunteers of America, 3939 North Causeway Boulevard, Suite 400, Metairie, LA 70002, (800) 899-0089.

4 Casimir Pulaski Day. Wisconsin public school observance day required by statute.

4 First Woman to Serve in Congress. On this date in 1917, Jeanette Rankin began her term as a congresswoman from Montana. She was the first woman member of Congress, elected four years before the 19th amendment guaranteed women the right to vote.

4-8 National School Breakfast Week. Contact: American School Food Service Association, 1600 Duke Street, Seventh Floor, Alexandria, VA 22314, (703) 739-3900.

4-8 Newspaper in Education Week. To promote the ongoing use of newspapers as a learning and teaching tool. Sponsored by the Newspaper Association of America Foundation, International Reading Association, and National Council for the Social Studies. Contact local newspapers, or: NAA Foundation, 11600 Sunrise Valley Drive, Reston, VA 20164, (703) 648-1000.

5-6 UW-Stevens Point/Children's Miracle Network, et al. Conference. Theme: "Encouraging Family Success in Rural Regions: Focusing on Families with Teens and Adolescents (ages 11-18)." Holiday Inn, Stevens Point. Contact: UW-Stevens Point Continuing Education and Outreach, (715) 346-3717.

7-8 AWSA: Middle-Level Principals Conference. Embassy Suites/Regency Convention Center, Green Bay. Contact: Joyce Blake, AWSA, (608) 241-0300.

8 International Women's Day. A day to honor women, especially working women. Commemorates the 1857 march and demonstration in New York City by female garment and textile workers. Widely adopted in other countries. Contact: National Women's History Project, 7738 Bell Road, Windsor, CA 95492, (707) 838-6000.

8-11 American Association of School Administrators. Annual Convention. San Diego. Contact: Miles Turner or Nancy Lund, (608) 242-1080.

9 UW-Oshkosh College of Education and Human Services, Division of Continuing Education/Fox Valley Writing Project/Wisconsin Council of Teachers of English. UW-Oshkosh Writing Conference. Oshkosh Hilton. Contact: Mary Ann Evans-Patrick, (414) 424-3325, or Chris DeJulio, (414) 424-1134.

10 Harriet Tubman Death Anniversary. American abolitionist, Underground Railroad leader; born into slavery in Buckton, MD, about 1820; died March 10, 1913, in Auburn, New York. She escaped from a Maryland plantation and helped more than 300 slaves reach freedom.

10-11 State Bar of Wisconsin, Wisconsin Law Foundation. Wisconsin High School Mock Trial Tournament. State semifinals and finals. Contact: Lori Phelps, law-related education coordinator, (608) 250-6191.

13-14 DPI State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

16 First African-American Newspaper in United States published. This date in 1827 saw the publication of the nation's first African-American newspaper, *Freedom's Journal*, in New York.

16 National Energy Education Day. Contact: National Energy Education Development (NEED) Project, P.O. Box 2518, Reston, VA 22090, (703) 860-5029.

17-23 National Agriculture Week. Always held on the week in which the first day of spring falls to honor the farmers, ranchers, growers and agribusiness people who contribute to the U.S. food supply. Contact: Agriculture Council of America, 9225 15th Street NW, Suite 800, Washington, DC 20005, (202) 682-9200.

17-23 National Poison Prevention Week. Contact: Poison Prevention Week Council, P.O. Box 1543, Washington, DC 20013.

19-23 National Council of Teachers of English Spring Conference. Theme: "Making Learning Happen." Boston. Contact: NCTE, (217) 328-3870.

20 National Agriculture Day (see National Agriculture Week entry for more information).

20-22 Wisconsin School Psychologists Association Spring 1996 Convention. Madison. Contact: Craig Wille, (608) 271-0533 (home) or (608) 849-8161 (work).

21 International Day for the Elimination of Racial Discrimination. Day to remember the people throughout the world who have been victims of racial injustice. Contact: Public Inquiries Unit, Room GA-57, United Nations, New York, NY 10017, (212) 963-4475.

22 Wisconsin Division of Learning Disabilities. Learning Disabilities Support Meeting. Theme: "Collaborative Education." Holiday Inn East, Madison. Contact: Rosemarie Wold, (608) 822-3276 or (608) 375-5180.

23-27 National Association of Elementary School Principals Annual Convention. Washington, D.C. Contact: Marguerite Leishman, convention director, (703) 684-3345, ext. 273.

26-28 DPI Spring Joint Meeting of Wisconsin Vocational Equity Leadership Cadre and Single Parent Coordinators (Carl Perkins-funded secondary and postsecondary projects). Chula Vista Resort, Wisconsin Dells. Contact: Barbara Schuler, DPI, (608)267-9170.

26-30 Teachers of English to Speakers of Other Languages Convention and Exposition. Chicago. Contact: TESOL Inc. Convention Department, (703) 836-0774 e-mail (convntn@tesol.edu).

27-28 WASDA Small School Conference. Holiday Inn, Stevens Point. Contact: Miles Turner or Nancy Lund, (608) 242-1090.

28-29 Wisconsin Council for the Social Studies. Convention. Appleton. Contact: Mary Lindgren, (414) 739-1914.

28-30 Wisconsin Business Education Association. Annual Convention. Theme: "Clear the Runway for Takeoff—Business Education Is Soaring." Oshkosh Hilton and Convention Center. Contact: Bette Schmitt, (608) 986-2703.

29 Regional Staff Development Center. *Kenosha News/Racine Journal Times*. Dinner and program honoring inductees into the Southeast Wisconsin Educators' Hall of Fame. UW-Parkside. Contact: Carolyn Fenske, (414) 595-2002.

April

1-30 Keep America Beautiful Month. Contact: Keep America Beautiful Inc., 9 West Broad Street, Stamford, CT 06902, (203) 323-8987.

1-30 Mathematics Education Month. Contact: National Council of Teachers of Mathematics, 1906 Association Drive, Dept. MEM, Reston, VA 22091-1593, (703) 620-9840.

2 International Children's Book Day. Celebrated on Hans Christian Andersen's birthday to help young children develop an understanding of other cultures through literature. Contact: U.S. Board on Books for Young People, P.O. Box 8139, Newark, DE 19714, (302) 731-1600, ext. 274.

2-6 American Association of School Librarians. National Conference and Exhibition. Theme: "Learning—The Adventure Continues." Portland, OR. Contact: Barbara Herrin, (800) 545-2433, ext. 4386.

7 World Health Day. Commemorates the establishment of the World Health Organization in 1948. Contact: American Association for World Health, 1129 20th Street NW, Suite 400, Washington, DC 20036, (202) 466-5883.

10-11 DPI State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

10-12 UW-Stevens Point, Wisconsin Committee for the Prevention of Child Abuse, DHSS, DPI, et al. Wisconsin Child Abuse and Prevention Conference. Holiday Inn, Stevens Point. Contact: UW-Stevens Point Continuing Education and Outreach, (715) 346-3717.

12 First Man in Space Anniversary. Yuri Gagarin became the first man in space on this date in 1961, when he made a one-hour, 48-minute voyage, orbiting the earth in spacecraft Vostok I, launched by the former USSR.

13 American's Creed Day. Wisconsin public school observance day required by statute.

14-21 Days of Remembrance. International week of commemorations observed in the United States with ceremonies and gatherings to honor the memory of victims of the Holocaust. Contact: U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW, Washington, DC 20024, (202) 488-0400.

14-20 National Library Week. Contact: American Library Association Public Information Office, 50 East Huron Street, Chicago IL 60611, (800) 545-2433, ext. 5041/5044.

15 Patriot's Day. Observed the third Monday in April in Maine and Massachusetts to commemorate the Battle of Lexington and Concord, which began the Revolutionary War in 1775. Observed on April 19 in some states.

16 Holocaust Remembrance Day (see entry for Days of Remembrance 4/14-21).

17-19 Wisconsin Educational Media Association. Annual Spring Conference. Theme: "Symphony in Media." Radisson Hotel and La Crosse Convention Center, La Crosse. Contact: Ralph Whiting, conference chair, (608) 789-7638.

17-19 Wisconsin Vocational Association. Conference. Embassy Suites, Green Bay. Contact: Bette Lou Esser, WVA executive director, (608) 833-5858.

18-20 Wisconsin Association of Academic Librarians. Spring Conference. The Abbey on Lake Geneva. Contact: Richard Hendricks, UW-Madison Law Library, (608) 262-3207, or Mary Jane Scherdin, Edgewood College Library, (608) 257-4861, ext. 3305.

21-27 National Volunteer Week. Contact: The Points of Light Foundation, 1737 H Street NW, Washington, DC 20006, (202) 223-9186.

21-27 Reading Is Fun Week. Contact: Reading Is Fundamental Inc., 600 Maryland Avenue SW, Suite 600, Washington, DC 20024, (202) 287-3371.

21-27 Week of the Young Child. Established to emphasize the needs of young children and the services available to them. Contact: National Association for the Education of Young Children, 1509 16th Street NW, Washington, DC 20036, (800) 424-2460.

22 Earth Day. Always celebrated on this day to acknowledge our responsibility for the environment and to make a stronger commitment to take action for the coming year. Contact: Earth Day USA, P.O. Box 470, Peterborough, NH 03458, (603) 924-7720.

22 Environmental Awareness Day. Wisconsin public school observance day required by statute.

24 Wisconsin Interscholastic Athletic Association. Annual Membership Meeting. Stevens Point. Contact: Doug Chickering, (715) 344-8580.

24-26 Wisconsin Association of School Personnel Administrators. Spring Conference. Landmark Inn, Egg Harbor. Contact: Gerald Schumacher, Whitefish Bay School District, (414) 963-7960, fax (414) 963-6859.

25-26 DPI Annual School Nursing Conference. The Mead Inn, Wisconsin Rapids. Contact: Cindy Erickson, DPI, (608) 266-8857; Rita Kisting Sparks, UW-Eau Claire, (715) 836-5745.

25-27 Wisconsin Association for Middle Level Education. Annual Conference. Theme: "Reaching Transescents." Holiday Inn, Stevens Point. Contact: Garth Zimmermann, (414) 954-1620.

26 Arbor Day. Wisconsin public school observance day required by statute. Contact: National Arbor Day Foundation, 100 Arbor Avenue, Nebraska City, NE 68410, (402) 474-5655.

26-27 Wisconsin Dance Council Conference. UW-Green Bay. Contact: Karen Cowan, (608) 263-8927.

27 Wisconsin Academy of Sciences, Arts and Letters. Annual Conference. UW-Stevens Point. Contact: Lisle Burchill, (608) 263-3692.

29-5/3 DPI, WCI, Act 41, et al. Community Education Training. Flint, MI. Contact: Stan Potts, DPI, (608) 266-3569.

May

1-31 Asian Pacific American Heritage Month. Contact: Asian Pacific American Heritage Council, 1129 20th Street NW, Suite 454, Washington, DC 20036, (202) 659-2311.

1-31 National Sight-Saving Month. Contact: Prevent Blindness America, 500 East Remington Road, Suite 200, Schaumburg, IL 60173; (800) 331-2020.

1 Law Day USA. Celebrated by joint resolution of Congress and presidential proclamation for "rededication to the ideals of equality and justice under the law." Contact: The American Bar Association, 541 Fairbanks Court, 15th Floor, Chicago, IL 60611-3314; (312) 988-5739.

1-3 WASDA: Annual Educational Conference. Radisson Hotel, La Crosse. Contact: Miles Turner or Nancy Lund; (608) 242-1090.

1-7 National Physical Education and Sports Week. Contact: National Association for Sport and Physical Education, 1900 Association Drive, Reston, VA 22091; (703) 476-3410.

2 Wisconsin Association of Public Librarians/Wisconsin Library Trustees Association. Spring Conference. Embassy Suites, Green Bay. Contact: Polly Cropen, Delafield Public Library, (414) 646-8506.

2-4 Wisconsin Congress of Parents and Teachers (PTA). State Convention, Stevens Point. Contact: PTA; (608) 244-1455.

2-4 Wisconsin Mathematics Council Inc.: Annual Spring Conference. Green Lake. Contact: Audrey Reineck, (414) 529-2687.

3 International Press Freedom Day. To celebrate the independence of the international press and the independence of journalists. Contact: United Nations Educational, Scientific and Cultural Organization, 2 United Nations Plaza, Suite 900, New York, NY 10017; (212) 963-5986.

3-5 Wisconsin Association of Educational Office Professionals: Spring Conference. Chula Vista Resort, Wisconsin Dells. Contact: Clarice Amacher, (414) 231-2015.

3-5 Wisconsin Council of Teachers of English: 1996 State Conference. Holiday Inn Convention Center, Eau Claire. Contact: Mary Ann Evans-Patrick, (414) 424-3325.

4 Horace Mann's Birthday. Father of the American free public school system; first Secretary of the State Board of Education in Massachusetts (1796-1859).

5 Cinco de Mayo. Mexican anniversary of the victory over the French army in the battle of Puebla in 1862.

5 First American Man in Space Anniversary. On this date in 1961, Alan B. Shepard Jr. became the first American man in space. His suborbital flight lasted 15 minutes, 22 seconds, and reached a height of 116.5 miles.

5-11 National PTA Teacher Appreciation Week. Contact: The National PTA, 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611-3690; (312) 670-6782.

7 National Teacher Day. Contact: National Education Association, 1201 16th Street NW, Washington, DC 20036; (202) 822-7200.

8 VE Day: Victory in Europe Day. Germany surrendered to Allied forces in 1945, ending World War II in Europe.

10 Anniversary of the completion of the transcontinental railroad. On this date in 1869, the Union Pacific and Central Pacific railroad lines were joined by golden spikes at Promontory Point, UT, completing the transcontinental railroad line.

12-18 Girls Incorporated Week. Begins the second Sunday in May each year. Contact: Girls Incorporated, 30 East 33rd Street, Seventh Floor, New York, NY 10016; (212) 689-3700.

17 Anniversary of School Desegregation Ruling. On this date in 1954, racial segregation in public schools was unanimously ruled unconstitutional by the Supreme Court in *Brown v. Board of Education of Topeka*, as a violation of the 14th Amendment clause guaranteeing equal protection of the laws.

17 DPI: Wisconsin School for the Deaf Parent-Teacher Conferences. Delavan. Contact: Tim Jaech, WSD; (414) 728-7120 Voice/TTY.

18 DPI: Wisconsin School for the Deaf Family Day. Delavan. Contact: Tim Jaech, WSD; (414) 728-7120 Voice/TTY.

19-25 National Educational Bosses' Week. Contact: National Association of Educational Office Professionals, 1841 South Eisenhower Court, Wichita, KS 67209; (316) 942-4822.

20-26 Bike Safety Week. Contact: Optimist International, 4494 Lindell Boulevard, St. Louis, MO 63108; (314) 371-6000.

20-21 Lindbergh Flight Anniversary. Anniversary of the first transatlantic solo flight. On these dates in 1927, Charles Lindbergh flew nonstop from New York to Paris.

27 Memorial Day. A state and federal holiday in remembrance of war dead, also known as Decoration Day. Celebrated on the last Monday in May.

June

5 World Environment Day. Annual observance to reaffirm concern for the preservation and enhancement of the environment. Contact: U.N. Environment Program, Room DC2-0803, United Nations, New York, NY 10017; (212) 963-8210.

6 DPI: Wisconsin School for the Deaf Graduation Day. Delavan. Contact: Tim Jaech, WSD; (414) 728-7120 Voice/TTY.

9 Race Unity Day. Observed the second Sunday in June to focus attention on the problem of racial prejudice as one of the major obstacles to achieving world peace. Contact: National Spiritual Assembly of the Baha'is of the United States, 1320 19th Street NW, Suite 701, Washington, DC 20036; (202) 833-8980.

12 Anne Frank's Birthday. The young Jewish girl whose diary describes her family's hiding from the Nazis through the assistance of gentile friends.

12-13 DPI: State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI; (608) 266-1781.

14 Robert LaFollette Sr. Day. Wisconsin public school observance day required by statute.

15 Anniversary of Benjamin Franklin's kite experiment. Noted author, diplomat, and inventor Benjamin Franklin proved that lightening is electricity by flying a kite in a thunderstorm on this date in 1752, invented the lightening rod.

15 Magna Carta Day. Anniversary of the signing in 1215 of the Magna Carta by King John. It was the first charter of English liberties.

16 Anniversary of the First Woman in Space. Valentina Tereshkova became the first woman in space on this date in 1963, when she made a 70-hour, 50-minute voyage, orbiting the earth 48 times in the Soviet spacecraft Vostok 6.

16 Day of the African Child. To commemorate the achievements and future challenges of Africa, and to celebrate the heritage of African-American children. Contact: U.S. Committee for UNICEF, 333 East 38th Street, Sixth Floor, New York, NY 10016; (212) 686-5522.

16-20 Wisconsin School Food Service Association. State Conference. Embassy Suites, Green Bay. Contact: Armando Martinez, (414) 563-4738.

17-20 Wisconsin School Bus Association. Convention. Holiday Inn, Stevens Point. Contact: Robert W. Christian, (414) 457-7008.

18 Anniversary of the First American Woman in Space. On this date in 1983, Sally Ride became the first American women in space aboard the space shuttle Challenger.

23-25 AWSA. Summer Workshop. Chula Vista Resort, Wisconsin Dells. Contact: Joyce Blake, AWSA, (608) 241-0300.

27 Helen Keller's Birthday. Although blind and deaf, she graduated from Radcliffe College with honors, became an author, educator, and crusader for better treatment of the handicapped (1880-1968).

July

13-17 National School Public Relations Association. Annual seminar. Phoenix. Contact: Judi Cowan, (703) 528-5840.

17 Apollo-Soyuz joint space project anniversary. On this date in 1975, the U.S. spacecraft Apollo 18 and the Soviet spacecraft Soyuz 19 linked up in the first international rendezvous and docking in space. They remained together for 47 hours while joint experiments and visits took place.

19 Anniversary of the Seneca Falls Convention. On this date in 1848, women's rights advocates gathered at Seneca Falls, NY, to present their "Declaration of Sentiments and Resolutions," drafted by Elizabeth Cady Stanton. It demanded that women "have immediate admission to all the rights and privileges which belong to them as citizens of the United States."

20 Moon Landing anniversary. Anniversary of humankind's first landing on the moon. On this date in 1969, Neil Armstrong and Edwin Aldrin Jr. landed on the moon in the lunar module Eagle.

August

6 Bombing of Hiroshima anniversary. Anniversary of the first use of an atomic bomb on an inhabited area. An American B-29 bomber, the *Enola Gay*, dropped a bomb on Hiroshima, Japan, at 8:15 a.m. on Aug. 6, 1945.

14 VJ Day. In 1945 President Truman announced the surrender of Japan to the Allies, ending World War II.

14-15 DPI. State Superintendent's Advisory Council on Exceptional Education. East Towne Suites, Madison. Contact: Paul Halverson, DPI, (608) 266-1781.

26 Women's Equality Day. Established by Congress in 1974. On this date in 1920, the 19th Amendment, which prohibits sex discrimination with regard to voting, was certified as part of the U.S. Constitution. Contact: National Women's History Project, 7738 Bell Road, Windsor, CA 95492; (707) 838-6000; or Melissa Keyes, DPI, (608) 267-9157.

This calendar was current as of 9/15/95.

Organization Acronyms and Other Abbreviations

AECT	–	Association for Educational Communications and Technology
AWSA	–	Association of Wisconsin School Administrators
CESA	–	cooperative educational service agency
DHSS	–	Department of Health and Social Services
DPI	–	Department of Public Instruction
ECB	–	Educational Communications Board
FHA/HERO	–	Future Homemakers of America/Home Economics Related Occupations
NAEOP	–	National Association of Educational Office Professionals
NCEA	–	National Community Education Association
NCSS	–	National Council for the Social Studies
NCTE	–	National Council of Teachers of English
NCTM	–	National Council of Teachers of Mathematics
NEA	–	National Education Association
PYD	–	Positive Youth Development
PTA	–	Parent Teacher Association (Also known in this state as the Wisconsin Congress of Parents and Teachers)
TESOL	–	Teachers of English to Speakers of Other Languages
UW	–	University of Wisconsin
WASCD	–	Wisconsin Association for Supervision and Curriculum Development
WASB	–	Wisconsin Association of School Boards
WASBO	–	Wisconsin Association of School Business Officials
WASDA	–	Wisconsin Association of School District Administrators
WCEA	–	Wisconsin Community Education Association
WEAC	–	Wisconsin Education Association Council
WECA	–	Wisconsin Early Childhood Association
WSD	–	Wisconsin School for the Deaf
WSSCA	–	Wisconsin School Safety Coordinators Association
WSVH	–	Wisconsin School for the Visually Handicapped
WVA	–	Wisconsin Vocational Association

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